

For reference only.



Digitized by the Internet Archive
in 2019 with funding from
UCL Library Special Collections

<https://archive.org/details/IOETNE022>

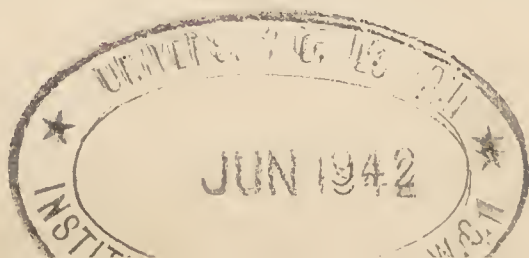
THE NEW ERA

INDEX TO VOLUME 22

January to December, 1941

CONTENTS

	Page		Page
A			
Administrative Problems, <i>H. G. Stead</i>	25	Discussion Techniques, <i>Paul Roberts</i>	158
Age Group Proposals, Educational Implications of the, <i>Fred J. Schonell</i>	194	Disordered Speech and Frustration, <i>Anne H. McAllister</i>	163
Ages of Transference, <i>H. G. Stead</i>	190	Drawings and the War, Children's, <i>Agatha Bowley</i>	252
And My Sex, <i>Joyce Swale</i>	235	E	
Art Galleries, <i>Trevor Thomas</i>	49	Economic Status of the Child, The, <i>Eva M. Hubback</i>	5
C		Educational Implications of the Age-Group Proposals, <i>Fred J. Schonell</i> ...	194
Camp in the U.S.S.R., A Children's, <i>Beatrice King</i>	249	Exploratory Years, A Note on the, <i>Fred Clarke</i>	198
Camp Schools in England, State, <i>Margaret Turner</i>	241	F	
Child, A Note on the Pre-School, <i>Gwendolen Chesters</i>	106	Five- to Twelve-Year-Old, School Needs of the, <i>D. E. M. Gardner</i>	32
Child, The Deaf, <i>May Elliott</i>	104	H	
Child, The Economic Status of the, <i>Eva M. Hubback</i>	5	Home and School Co-operation, <i>G. A. Lyward</i>	18
Child, The Partially Sighted, <i>B. Ethel Young</i>	102	I	
Child, What the State Owes to the Delinquent, <i>Margery Fry</i>	93	Infants' Schools, Speech in the Nursery and, <i>F. I. Sergeant</i>	150
Children's Camp in the U.S.S.R., A, <i>Beatrice King</i>	249	Influencing and Being Influenced, On, <i>D. W. Winnicott</i>	118
Children's Drawings and the War, <i>Agatha Bowley</i>	252	J	
Children, The Needs of Mentally Defective, <i>Isabel Laird</i>	98	Junior School, Speech Situations in the, <i>B. Paston Brown</i>	154
Christian Bias in a School, The Permissible Limits of, <i>A. F. Smethurst</i>	122	L	
Claparède, Edouard — An Appreciation, <i>Pierre Bovet</i>	64	Libraries, Children's, <i>E. H. Colwell</i>	62
Clear Thinking, <i>F. S. Leontinoff</i>	125	M	
Communities, Speech Situations in Primitive, <i>Margaret Read</i>	141	Mathematics for the Moron? <i>G. P. Meredith</i>	128
Community as Educator, The, <i>William Boyd</i>	1	Medical Services and Food Centres, (i) <i>Flora Shepherd</i>	9
Community, Speech in Fellowship and, <i>J. R. Firth</i>	185	Medical Services and Food Centres (ii), <i>M. Blackwood and J. E. Marshall</i>	44
Cultural Values in Spoken English, <i>Marjorie Gullan</i>	174	Mentally Defective Children, The Needs of, <i>Isabel Laird</i>	98
D		Museums and Education, <i>M. Harrison</i> ...	51
Danger of Careless Terminology, The, <i>Otto Neurath</i>	145	Music, School, <i>Ronald Biggs</i>	56
Deaf Child, The, <i>May Elliott</i>	104	N	
Delinquent Child, What the State Owes to the, <i>Margery Fry</i>	93	New Education, For a, <i>John Dewey</i>	134
Democracy, Towards Education in a Planned, <i>Vivian Ogilvie</i>	217	New Education Fellowship January Conference	65
Democratic Home, The Challenge to the, <i>William Boyd</i>	113		



18035

INDEX

	Page		Page
New Education Fellowship Easter Conference	131	Speech Education in the Training College, <i>M. M. Lewis</i>	168
New Education Fellowship August Conference	211	Speech in Fellowship and Community, <i>J. R. Firth</i>	185
Now and To-morrow—4: The Community as Educator, <i>William Boyd</i>	1	Speech in the Nursery and Infants' Schools, <i>F. I. Serjeant</i>	150
Now and To-morrow—5: Administrative Problems, <i>H. G. Stead</i>	25	Speech Situations in Primitive Communities, <i>Margaret Read</i>	141
Now and To-morrow—6: The Challenge to the Democratic Home, <i>William Boyd</i>	113	Speech Situations in the Junior School, <i>B. Paston Brown</i>	154
Now and To-morrow—7: Speech in Fellowship and Community, <i>J. R. Firth</i>	185	Speech, Style in, <i>Mona Swann</i>	171
Now and To-morrow—8: Towards Education in a Planned Democracy, <i>Vivian Ogilvie</i>	217	Spoken English, Cultural Values in, <i>Marjorie Gullan</i>	174
Nursery and Infants' Schools, Speech in the, <i>F. I. Serjeant</i>	150	State Camp Schools in England, <i>Margaret Turner</i>	241
P		T	
Planned Democracy, Education in a, <i>Vivian Ogilvie</i>	217	Theatre and the School, The, <i>Geoffrey Whitworth</i>	60
Play Centres, <i>Marjorie Reeves</i>	41	Thirteen, What After? <i>J. A. Lauwerys</i> ...	200
Preparation for Life and Work, <i>Anne Armson</i>	231	Training College, Speech Education in the, <i>M. M. Lewis</i>	168
Pre-School Child, A Note on the, <i>Gwendolen Chesters</i>	106	Training Colleges, The Implications of these Proposals for the, <i>E. M. Williams</i>	207
Proposal to Men of Goodwill for Educational Reconstruction after the War ...	226	Twelve- to Sixteen-Year-Old, School Needs of the, <i>Marion Milner</i>	38
Psychological Services, <i>Ruth Thomas</i>	12	U	
Reconstruction After the War, Proposal to Men of Goodwill for Educational	226	U.S.S.R., A Children's Camp in the, <i>Beatrice King</i>	249
Reorganization, Educational, <i>H. G. Stead</i> ...	88	V	
S		Vocational Guidance: Preparation for Life and Work, <i>Anne Armson</i>	231
School Music, <i>Ronald Biggs</i>	56	W	
School Needs of the Five- to Twelve-Year-Old, <i>D. E. M. Gardner</i>	32	War, Children's Drawing and the, <i>Agatha Bowley</i>	252
School Needs of the Twelve- to Sixteen-Year-Old, <i>Marion Milner</i>	38	War Games, Notes on Some, <i>Brian Stanley</i>	89
School, Speech Situations in the Junior, <i>B. Paston Brown</i>	154	Wartime, London Education in	21
School, The Permissible Limits of Christian Bias in a, <i>A. F. Smethurst</i>	122	What After Thirteen? <i>J. A. Lauwerys</i>	200
School, The Theatre and the, <i>Geoffrey Whitworth</i>	60	Y	
Schools in England, State Camp, <i>Margaret Turner</i>	241	Youth Centre, Slough, <i>Léah Lourié</i>	137
Schools, Speech in the Nursery and Infants', <i>F. I. Serjeant</i>	150	Youth Centre, The, <i>A. E. Morgan</i>	74
Sighted Child, The Partially, <i>B. Ethel Young</i>	102	Youth: Inspiration and Organization, <i>Vivian Ogilvie</i>	83
Some Governing Principles, <i>M. V. C. Jeffreys</i>	79	Younger Generation, The, <i>Helen Bentwich</i>	69
Speaking, Listening and Thinking, <i>J. W. Tibble</i>	160	BOOK REVIEWS, 1941	
Speech and Frustration, Disordered, <i>Anne H. McAllister</i>	163	<i>Advisory Bodies</i> , Ed <i>R. V. Vernon</i> and <i>M. Mansbergh</i>	180
Speech, An Outlook on, <i>Barbara Storey</i> ...	175	<i>A.L. Physical Training Record Book</i> , No. 135, The	24
		<i>America's Economic Strength</i> , <i>C. J. Hitch</i> ...	68

INDEX

	Page		Page
<i>Atlas-History of the Second Great War, An, Vol. III, J. F. Horrabin</i>	139	<i>Stammering, W. Kingdon Ward</i>	181
<i>Barbarians and Philistines : Democracy and the Public School, T. C. Worsley</i>	23	<i>U.S.A.: An Outline of the Country, Its People and Institutions, D. W. Brogan</i>	67
<i>Broadcast Echoes</i>	68	<i>Woman Who Could Not Read, The, Michael Zoshchanko, tr. E. Fenn</i>	24
<i>Burnt Norton and East Coker, T. S. Eliot</i>	138	<i>Yarns on Christian Torchbearers, Ernest H. Hayes and Lilian E. Cox</i>	140
<i>Cambridge Evacuation Survey, The, Ed. Susan Isaacs</i>	256		
<i>Caribbean Readers, The</i>	139		
<i>Children's Books, 1941</i>	259		
<i>Children's Theatre, The, Nos. 1, 2, 3 and 4, Ed. Cyril Swinson</i>	139		
<i>Cuckoo, Père Castor, tr. Rose Fyleman</i> ...	68		
<i>Education in the Territories and Outlying Possessions, Charles F. Reid</i>	213		
<i>Experiment in School Music-Making, Vernon Griffiths</i>	182		
<i>Factors of the Mind, The, Cyril Burt</i>	47		
<i>France et l'Elève Robinson, La, E. J. Wright</i>	92		
<i>Gai, Gai, l'Ecolier</i>	92		
<i>Government by the People and Inter-mission, 1919-1939, M. E. Beggs and D. W. Humphreys</i>	258		
<i>Happy Venture Readers, Book IV, Fred J. Schonell</i>	139		
<i>Hawkspur Experiment, The, W. David Wills</i>	255		
<i>Ideals and Illusions, L. Susan Stebbing</i> ...	257		
<i>Lion and the Unicorn, The, George Orwell</i>	91		
<i>Martin the Kingfisher, Père Castor, tr. Rose Fyleman</i>	68		
<i>Moral Paradox of Peace and War, The, J. C. Flügel</i>	183		
<i>Nature at Work and Nature Study and Rural Science, E. M. Stephenson</i>	259		
<i>New Testament in Basic English, The</i>	137		
<i>Number Rhymes and Finger Plays, E. B. Boyce and K. Bartlett</i>	140		
<i>Nursery School Diet, Margery Abrahams...</i>	140		
<i>Offensive Against Germany, Sebastian Haffner</i>	91		
<i>Outline of Money, An, Geoffrey Crowther</i>	67		
<i>Policy in Religious Education, A, E. F. Braley</i>	108		
<i>Political Liberty, A. J. Carlyle</i>	215		
<i>Primary Teacher's Guide to Speech Training, The, Anne McAllister</i>	111		
<i>Religion in School; A Study in Method and Outlook, G. L. Heawood</i>	47		
<i>Review of Education in Australia, 1939, Ed. K. S. Cunningham and J. J. Pratt</i>	179		
<i>Sesame Books, Ezra Pound, Herbert Read, Edward Thomas, Siegfried Sassoon, Roy Campbell</i>	109		
<i>Special Place Examinations</i>	182		
<i>Speech Training for the Deaf Child, Sylvia M. Martin</i>	181		
<i>Spoken English, Ed. J. Compton</i>	110		

AUTHORS AND REVIEWERS

Ammon, Mary	111
Armson, Anne	231
Bartels, W. E.	24
Bentley, Florence	24
Bentwich, Helen	69
Biggs, Ronald	56
Blackwood, M.	44
Bovet, Pierre	64
Bowley, Agatha	252
Boyd, William	1 & 113
Brennan, Anne	68
Carnell, M. A.	182
Chesters, Gwendolen	106
Christmas Books, 1941	259-260
Clarke, Fred	198
Collins, Freda	139
Colwell, E. H.	62
Dewey, John	134
Elliott, May	104 & 181
Firth, J. R.	185
Fletcher, B. A.	180 & 214
Friend, E. P.	139 & 140
Fry, Margery	93
Gardner, D. E. M.	32
Gooch, G. P.	215
Gullan, Marjorie	174
Happold, F. C.	24
Harrison, M.	51
Hollowood, A. B.	68
Hubback, Eva M.	5
Jeffreys, M. V. C.	78 & 109
Keane, Randal	182
King, Beatrice	249
Laird, Isabel	98
Lauwerys, J. A.	200 & 258
Leontinoff, F. S.	125
Lewis, M. M.	168
Lourié, Léah	92 & 137
Lyward, G. A.	18 & 256
McAllister, Anne	111 & 163
McMahon, Denis	139
Mackenzie, M. M.	139
Mackintosh, W. J.	112
Marshall, J. E.	44
Meredith, G. P.	128, 183 & 259
Milner, Marion	38
Morgan, A. E.	74

INDEX

	<i>Page</i>		<i>Page</i>
Neurath, Otto	145	Stephenson, William	47
Niblett, W. R. 138 &	140	Storey, Barbara	175
Ogilvie, Vivian 21, 67, 83, 92, 180, 217 &	259	Swale, Joyce	235
Paston Brown, B. 110 &	154	Swann, Mona	171
Read, Margaret	141	Thomas, Ruth	12
Reeves, Marjorie	41	Thomas, Trevor	49
Rich, E. C. 48		Tibble, J. W. 160	
Roberts, Paul	158	Turner, Margaret	241
Schonell, Fred J. 194		Whitmore, Pamela	140
Serjeant, F. I. 150		Whitworth, Geoffrey	60
Shepherd, Flora	9	Williams, E. M. 207	
Smethurst, A. F. 122		Winnicott, D. W. 118, 183 &	257
Stanley, Brian	89	Young, B. Ethel	102
Stead, H. G. 25, 88 &	190		

Obtainable at :—

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4. Price 6d.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

JANUARY 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 1

MINIMAL DEMANDS OF THE CHILD UPON THE COMMUNITY

	Page
NOW AND TOMORROW—IV: COMMUNITY AS EDUCATOR.....	William Boyd 1
THE ECONOMIC STATUS OF THE CHILD.....	Eva M. Hubback 5
MEDICAL SERVICES AND FOOD CENTRES.....	Flora Shepherd 9
PSYCHOLOGICAL SERVICES.....	Ruth Thomas 12
HOME AND SCHOOL CO-OPERATION.....	G. A. Lyward 18
LONDON EDUCATION IN WARTIME.....	V. Ogilvie 21
LETTERS TO THE EDITOR.....	22
BOOK REVIEWS.....	23

NOW AND TOMORROW—IV

The Community as Educator

William Boyd

Glasgow University

WHETHER we think of the maintenance of morale in the years of war that still lie in front of us, or of the making of a new world order when war is past, the idea of the community as the essential educator is supremely important. Education, it is evident, must play a large part in post-war reconstruction. After the statesmen have done their best to create a satisfactory international scheme, there will still be need for those changes of mind and spirit without which the devising of new institutional forms will not avail to secure stability and progress. That is the task of education, and it must be education on the grand scale, community education everywhere.

Actually that was the ideal of the greatest book ever written on education, the *Republic* of Plato. Plato's perfect state, ruled by men of wisdom, depended for its existence on an ordered education designed to prepare the citizens to do their best work in their proper

spheres. For him the state itself was the supreme educator; an idea that anticipates the modern authoritarian view of education, but with a difference. The difference is that Plato does not think of education as merely an instrument of political policy, but, like the state itself, a means to the good life. His ideal state, therefore, had to be so ordered that it would further the interests of education. Nothing was to be allowed in it that could prejudice the upgrowing of the good citizen. Unsound ideas about life, poetry and art that might demoralize the young, ugly articles in daily use, must all be banished because they are educationally wrong. 'Ought we not to seek out artists,' he says in a famous passage, 'who by the power of genius can trace out the nature of the fair and the graceful, that our young men, dwelling as it were in a healthful region, may drink in good from every quarter, whence any emanation from noble works may strike upon their eye or

their ear, like a gale wafting health from salubrious lands, and win them imperceptibly from their earliest childhood into resemblance, love, and harmony with the true beauty of reason ?'

All this may seem very remote from the world of to-day. It is certainly very different from the way in which we commonly think of education. We are so accustomed to consider learning in terms of what goes on in school and college that we are scarcely conscious of the relation between the wider social influences and educational practice. We recognize, of course, that experience counts for a good deal in determining mind and character, but when we think of it at all we usually regard the social environment in a fatalistic way as something which may have good or bad effects on people but which in either case has just got to be accepted. We speak sometimes of the 'slum mind', for example, but to insist that slums should be done away with because they produce such a mind would sound to most people fantastic. But is it ?

The idea would certainly not cause any difficulty to a Russian or a German educator. The states which have passed through revolutionary changes between the wars take the extension of education beyond the school into the informal learnings of life as a matter of course. They realize that they can only get their new institutions worked into the texture of their citizens' minds by influencing them both directly and indirectly in every possible way. The Germans with their Hitler Youth and their systematic indoctrination by well-planned propaganda are followers of Plato so far as they go. And the Russians go even further. With their emphasis on labour interests they have contrived to bring life into their schools, and, on the other hand, by making the workshops centres of civic learning and utilizing museums, art galleries, and libraries in the liquidation of illiteracy they have made schooling and the wider experiences of life continuous over a wide area. Never before in the history of education have there been such attempts to control human destinies by comprehensive education.

While not withholding his meed of admiration for an experiment so big and daring, the

good democrat cannot but be dubious about the effect of totalitarian education in any form : German, Russian, or Platonic. Even admitting that the educations of school and of experience should be more closely linked than they are in the democratic countries, he must still maintain that this kind of educational determinism is inconsistent with the development of free personalities. It is not an accident, he might argue, that in countries like Britain and America people think of education mainly in terms of the schools and refrain from any considerable interference with the cultural concerns of the community. It is only by leaving men and women to make their own reactions to the ordinary situations of life that a rich diversity of individual citizenship can be obtained. From free personal choices, good or bad, right or wrong, wise or stupid, come the freshness and vigour of good individuality, contributing to the whole national effort.

The assumption of the democrat is that in the main the social influences which play upon the child in his upgrowing are good and healthy ; and therein lies the weakness of the plea for an educational policy of *laissez faire*. Obviously the conditions under which many young people develop in our country are far from satisfactory. There is a meanness about life in crowded city houses, for example, which cannot but be detrimental to character, and the children of workers living in continual fear of unemployment are likely to grow up with a sense of insecurity. Again, it cannot be good, that the people should depend for so much of their entertainment as they do on books, films, etc., produced to make profits for their providers without too much regard for quality. If dictatorial censorships have their drawbacks, democratic uncontrol leaves much to be desired.

Instead of refusing to consider the new conception of community education, therefore, it would be well for the free peoples to face up to the fact that they have something very important to learn from the totalitarian countries in this regard. Whatever the applications made of it, the idea that everything that befalls a man as a member of his community helps to make or mar his personality, is as true for democracy as for any other form of social organization. The new power that

has come into education over Europe challenges our own practice. We may refuse to attempt indoctrination and refrain from restricting literature and the arts for political reasons—these are sins against the free spirit—but we cannot at our peril carry on in the old ways. We must counter the totalitarian ideals with a democratic scheme even more effective.

Where shall we start? Surely with a great programme of social reform. The showy slogan proclaimed as a social prospect for the encouragement of war-weary folks towards the end of the last war was: 'A Land fit for Heroes'. With everyone nowadays a hero, perforce, the slogan must be: 'A land fit for the children of heroes and heroines'. The post-war social changes must not be thought of as a reward for past bravery and endurance, but as the foundation of a better social order for our children and our children's children.

What the particular changes are to be is not a question for the educator. His task is to rethink the educational provisions for the new world from this community angle. Here he must take account of both direct and indirect forms of human training, of the education of the school, and no less of the education of experience, and of the two in their interrelations.

Take the school first, since the school represents the deliberate attempt of the community to give the children some preparation for later life and is, therefore, more responsive to controlled change. The question to be asked in the course of this forward thinking is whether, by and large, the schools of the nation are here and now producing men and women of democratic personality, free upstanding individuals with generous tolerant minds, capable of meeting the ordinary situations of life with common sense. It is doubtful whether a candid observer would answer in more than a very qualified affirmative. Even on a charitable view it would not be possible to describe the product of most schools in such terms. The paradox of the position is that the schools which have come into being under the inspiration of the democratic ideal of universal schooling are not democratic. They may not aim at a specific indoctrination, as the Nazi schools do, but they do impose adult aims and views on the young, and the coercive discipline

which prevails, often backed by crude physical punishments, introduces fear into learning and checks the growth of independence and originality. For the last two hundred years idealists in the democratic tradition have maintained that what is taught should be personally satisfying to every scholar and that the methods of learning and teaching should be motivated by a lively interest. At the best, our schools make only a remote approximation to this happy state.

Here is a situation in which one is tempted to long for a brief spell of dictatorship. Put your dictator on the job, and he would send all the stupid, obsolete, recalcitrant people to internment camps and reform the schools over a week-end; a much simpler process than the slow persuasion of parents and teachers and administrators that consistent democracy requires a new education for the making of free-minded citizens. Must we then resign ourselves to a long wait for the democratizing of the schools? Probably yes; good things grow slowly and there are some changes which must not be hurried. Even so, it ought to be possible at a time like the present when all our institutions are in flux to quicken progress by the enlightenment of the national mind. Surely we should be able to make people who believe in freedom for themselves realize that only in schools which are free communities can children and youths be trained for the democratic life.

What is implied in this idea of the school as a community is a question for further discussion. Obviously it calls for some drastic changes in the character of the school. The militaristic regime, with a head teacher lording it over his subordinates and his subordinates lording it over the children, is evidently more in keeping with the dictatorial than with the democratic view of life. Shall we have teachers' councils and scholars' councils to allow everyone to share in the school government? It is worth considering. In any case, the imposition of discipline by corporal terrors must come to an end; it is a crime to strike a child for any reason whatever. Democratic discipline in school or society depends on an order developed and maintained by the 'citizen', young or old. If the school community, again, is to approximate to ordinary life, there must be in it boys

and girls, and men and women, and preferably the men and women should be normal married folk and not celibates. The school, however, is not required to be a home from home. It has functions of its own in the nurturing of social beings, which are best carried out in a human setting which has both sexes co-operating in its interests and activities.

Above all, this school community must be kept as free as ever possible from the outside controls which interfere with its own kind of life. Some measure of inspection and examination may perhaps be necessary for a time to guarantee that education is proceeding satisfactorily. But if the teachers are the right kind of people there will be little need of such guarantees. The way to a well-ordered freedom in the school, indeed, is through the teacher. Only if the teachers are left reasonably free can the pupils enjoy freedom. Teachers who are constrained by outside requirements and criticisms inevitably pass on the constraints to the boys and girls in their charge. To get the democratic school, teacher training must be revolutionized. Only the best education and training is good enough for those who hold, as teachers do, key positions in the democratic state. Instead of the present superficial equipment for teaching duties, the men and women who are to devote themselves to educational work should get as thorough a training as the doctor or any other professional man, and on the strength of it receive from the community the same confidence and trust in their sphere as the doctor does in his. That is not the whole ground of educational freedom, but it is an essential part of it.

But the school, we have seen, is not the sole or even the main organ of democratic education. The informal education which comes from participation in the everyday experiences of community life is at least as significant for personal development as the organized disciplines of the schools. In countries like ours this has not been properly appreciated. We have taken it for granted that people are best left to make their own way in society ; to find their own jobs, to make their own acquaintances, to get their own diversions, to join their own churches and their own voluntary associations, to take what part they can in local government.

So far as most of us have given the matter thought we have probably regarded this arrangement or lack of arrangement with vague approval, as one that works tolerably well and is not too bad in its social and personal effects. But in recent years there has been a growing uneasiness about this free and easy method of life. In the matter of job finding, for example, there is now general agreement that haphazard placement of young people results in many round pegs finding their way into square holes, and we are beginning to prefer vocational guidance to chance-found careers. And now the totalitarian states have forced the issue upon us by their successful organization of a large-scale community education in this informal region. We of the free lands have talked much about linking up school and life ; they for their own ends have done it. Now, for national security, we have to get busy to see what it means for us, and what we are going to do about it.

One thing to be clear about is that there can be no question of replacing our free social choices by a wholesale organization under government auspices, local or central. For ordinary men and women the personal interest and initiative in the complex of voluntary associations which make up so much of our social life is something very precious. If community planning is to enter into this sphere it should be as a supplement, not as a substitute. Actually there need be no conflict between personal effort and community helps in the process by which individuals adjust themselves to society and educate themselves as social beings. Even if vocational guidance is available for every boy and girl, parents and children have still an essential part to play over and above anything that the expert can do to find the right job. So, again the provision of varied entertainment through clubs of one kind and another, so far from diminishing personal concern enlarges and improves it. So also the multitude of societies, associations, institutions, etc., which constitute a very large part of the life of every township will all fulfil their purposes the better if there is created some organization to bring together in mutual helpfulness those who have services to give and those who need their services.

There are two ways in which the quality of these social influences that form mind and character in the citizen can be raised to a higher level in a democratic nation ; by local action and by central action. Both are necessary in their proper sphere.

The central type is exemplified in those efforts which have been made recently to ensure the welfare of youth in the years just beyond school leaving age. Here is a grave national problem. A large proportion of the young people who have been educated in our schools drift rather aimlessly in the late teens. They are at a loss in the new situations that they meet in work and in leisure. As a rule the school has given them little preparation for the problems of adolescent life, and their powers of joint action with their fellows even in the matter of games are limited. Something can be done to help them by local bodies like churches, education committees and other friendly groups, but such provision of help cannot be assured everywhere. There are industrial districts with meagre resources in helpful personnel. Such a task is obviously one for national direction, not necessarily through a government department (though some extension of official educational care seems indicated), but through some central body able to enlist and encourage local effort. Regarded as an aspect of informal education, indeed, national

movements only succeed when they have organized local effort. It is not movements, but persons that count in such cases, and the persons are always persons on the spot.

Local action is most happily exemplified by the self-governing Community Centres which are gradually coming into being on new housing estates and in some few towns which have become conscious of the great possibilities of an organization of the voluntary associations under a common roof. Like the Citizens' Advice Bureaux which have sprung up over the country under war conditions, the Community Centre represents a step forward in practical democracy. It depends for its success on the existence of manifold civic interests. It is itself indeed the outward and visible sign of the things that give a town a character of its own and brings to consciousness all that underlies the common endeavours of fellow-citizens. It is not one more association added to those already in being, but a co-ordinating agency which gives deeper meaning to civic life, and makes all the other voluntary agencies of greater value both to the community and to the persons who compose it. Considered from the point of view of community education it gives promise of becoming for the ordinary man and woman the school of the social virtues, the power house of social endeavour and experiment.

The Economic Status of the Child

Eva M. Hubback

IN this article I propose to put the case for family allowances—a case which, strong as it was in peace time, has become sensationally more convincing since the outbreak of war.

The Economic Case

The principle of family allowances, which may be embodied in any number of different types of scheme, is based on the claim :

‘that Society should include in its economic structure some form of direct financial provision for the maintenance of children ; instead of proceeding on the assumption that—save in cases of exceptional misfortune—this is a matter which concerns only individual parents and should be left to them, because normally men’s wages or

salaries are, or ought to be and can be made to be, sufficient for the support of their families. This assumption is doubly false. It ignores the fact that children, as the future citizens and workers, have a value to society which does not depend on and has no direct relation to the value of the father’s work for his employer. It also ignores the fact that the charge of keeping a family is not a charge resting on all men-earners, but one which most of them incur during part of their working life and which waxes and wanes as children are born, grow older and finally become self-supporting’.¹

Economists picture the national income as a continual stream of goods and services flowing

¹ *The Case for Family Allowances*, by Eleanor Rathbone. (Penguin, 6d.)

to those who, by work or ownership, have established a claim upon them. Yet that half of the population which consists of married women in their own homes and dependent children, remains outside; the share of the national income which comes to them through their husbands or fathers is a share which is no larger when it has to be distributed among half a dozen people than when it had to support only a single man. The young adult worker, if unmarried, has a margin above bare needs to spend on little luxuries or hobbies, and it is on this margin that we expect him later to maintain a wife and children. As each child arrives, life becomes more and more of a struggle, and there is less of everything, both for the parents and for the children already there.

The financial burden laid by dependent children upon their parents did not exist until 60 or 70 years ago. When children worked alongside their parents, in the fields and in their own homes, and later in the factory workshops, the old saying that 'with every mouth is born a pair of hands' had some economic meaning. Factory Laws and Education Acts, in putting an end to the horrors of child labour, also took away from the parents the earning power of their children. This means that the income going into the home has ceased to bear any relation to the number of children who have to live on it, and the realization of this difficulty is the chief reason why the raising of the school leaving age has often been opposed by parents unless it carried with it a maintenance grant.

Child Poverty

What is the result? It is that the sharpest edge of poverty inevitably falls upon the child population. In every social survey made since the last war it has been found that the proportion of children living below the poverty line is considerably greater than the proportion of adults so living; and that from one-fifth to one-quarter of all the children in the country—a formidable proportion—come from homes where the income is inadequate even to provide the bare minimum of food necessary to satisfy essential nutritional needs. Mr. Seebohm Rowntree estimated in 1936 that one in every three adult male urban workers was earning

THE NEW ERA

is publishing two further issues on the theme of
**THE MINIMAL DEMANDS OF
 THE CHILD UPON THE
 COMMUNITY**

They will contain articles on :

**ADMINISTRATIVE PROBLEMS
 SOCIAL AND INTELLECTUAL NEEDS OF
 CHILDREN AT VARIOUS AGES
 PLAY CENTRES AND CLUBS
 CULTURAL CENTRES (ART GALLERIES,
 MUSEUMS, MUSIC, ETC.)
 VOCATIONAL GUIDANCE
 PLANNED TRANSITION FROM CHILDHOOD
 TO MANHOOD
 SPECIAL SCHOOLS
 TREATMENT OF DELINQUENCY**

Among the contributors will be H. G. Stead, Marjorie Reeves, Ronald Biggs, Trevor Thomas, Marion Milner and Helen Bentwich.

less than 50s. per week. At the same time, he calculated that the cost of maintenance of a 'normal' urban family (*i.e.* father, mother, and three children) was 53s. weekly. His standard allowed for no fresh milk, no butter, only one egg a week, home-baked bread—and, of course, no such 'luxuries' as postage stamps, newspapers or trade union subscriptions. This minimum to-day would cost approximately 65s., and it remains true, in spite of increased wages or cost of living bonuses in some industries, that many industries pay a far lower wage to a large proportion of their workers, and, as Sir William Beveridge stated recently, that the greatest single cause of poverty in this country is the possession of young children.

Yet it is generally admitted that under war conditions a general increase of wage-rates would lead only to an increase in prices. This would intensify the vicious spiral already in motion, which inevitably leaves real wages where they were or less where money wages have not been raised in proportion to increased prices.

The Population Case

To a considerable extent potential parents are finding their own solution to the difficulties of bringing up a family by refusing to have children. The fertility rate is already nearly 25 per cent. below replacement level, and is

HAPPIER CHILDREN!

The National Society for the Prevention of Cruelty to Children has 'Children's Men' at work in all parts of England, Wales and Ireland who are exerting a vast influence in overcoming conditions threatening the physical, moral and mental welfare of the young.

Everybody hates to hear of children suffering from neglect and ignorance, but if everybody did something to help the N.S.P.C.C. there would be far less child suffering than there is. Will you help the Nation's Needy Children?



Children saved from ill-treatment by this National Voluntary Society number over 5,000,000 during 56 years' work. Your gift for Wartime Maintenance of the N.S.P.C.C. work will be welcomed by Sir G. Wyatt Truscott, Bt., Hon. Treasurer, and full information gladly supplied by Director, N.S.P.C.C., Victory House, Leicester Square, London, W.C.2.

50 per cent. below replacement in that part of the population whose incomes are over £300 a year. This will inevitably be accelerated by the war. It has been estimated that, during the last war, owing to deaths and separation, half a million fewer births took place than would otherwise have been the case. Needless to say, the economic motive for family limitation is by no means the only one; psychological and social factors, and a sense of insecurity, are perhaps even more important. But it is of very great importance, and is possibly the factor most within our immediate control.

Moreover, the economic handicap caused by a family will remain whatever the level of general prosperity. The differential birthrate which exists in this country, as in others, whereby the better-off classes have fewer children than the poor, is surely evidence that a general increase in prosperity would not, *ipso facto*, be marked by a rise in the birthrate. It is sometimes argued that what is necessary is a change in the whole economic system. This is also irrelevant. The economic disparity between the man with a dependent family and

the man without will remain, and the economic steps which can be taken to encourage the birthrate will be equally necessary under any system under which the family unit survives.

Alternatives to Family Allowances

Many hold that if every worker had a living wage sufficient for family needs all would be well. If, however, this indirect form of provision is to be adequate, all wages must all the time be sufficient to cover the needs of the largest families. Most advocates of the living wage have evaded this fantastic conclusion by limiting their demand to a wage sufficient for a man, wife, and three children. But this would involve, *ex hypothesi*, the acceptance of a wage too low for a family where there are more than three children. In no country, moreover, and certainly not in Great Britain, could a minimum wage be paid to all heads of households sufficient to cover the needs of a family with three children even at the bare minimum standard of 65s. suggested by Mr. Rowntree. And if this ever became possible it would still

leave those families where there are more than three children on short rations.

How, then, does the real burden of dependency fall? The following estimate is based on the 1921 Census :

Of every 100 men over 20 in England and Wales, 60.6 were bachelors or married with no dependent children under 16, 16 had one dependent child, 10.5 had two dependent children, 6.2 had three dependent children, and 6.7 had four or more. (According to more recent figures, the last two classes only now amount to 9 per cent.)

At the time of the estimate a wage based on the five-member family would have provided for 16 million non-existent children under 14 years of age, while leaving $3\frac{1}{2}$ million real children in the wage-earning classes inadequately provided for.

The war-time device of Government subsidies to keep prices of foodstuffs low has the same kind of disadvantage as a universal minimum wage in that a flat rate assistance of this kind helps those who are not in need of it as well as those who are.

Many argue that the social services as they affect children would, at any rate if they were extended, make family allowances unnecessary. It must be remembered, however, that, at best, free social services can only cover a comparatively small proportion of a child's needs.

Family Allowance Schemes

How is the cost of family allowances to be met? There are, broadly speaking, three possible types of schemes : one, a national scheme paid for by general taxation ; two, a state social-insurance scheme ; and, three, a scheme financed by employers as part of their labour costs. That most usually advocated is the national scheme paid for out of taxation. This would cost, at the rate of 5s. per week per child, about £100 million net a year, less what is now being paid in war allowances ; or about half this sum if the first child, who can usually be adequately supported out of wages, were omitted. If family allowances were paid as part of the social-insurance system of the country, the burden of only one-third of the

sum required would fall upon the state, the rest being provided out of weekly contributions of employers and employed. If all children were included, at 5s. a week, the contributions would amount to about 1s. each for adult male workers and employers respectively. Where family allowances are paid by employing bodies only, some pooling system is necessary to ensure that it is not financially a disadvantage to any one employer to engage men with children. Whatever method is adopted, it is very desirable that the mother should normally be the recipient of the allowance. This gives a greater assurance that the money will be spent on the child, and it emphasises the distinction between allowances, which represent a recognition of the social function of parenthood, and wages proper, which represent payment for work done.

It has never been suggested that a national scheme should do more than pay for the minimum subsistence costs of a child. But 5s. a week would not go far towards the cost of supporting the children of the better-off classes. To be effective for these, any national scheme, however financed, would have to be supplemented by graded schemes based on the cost of child maintenance at different economic levels, the cost of which would be defrayed wholly or partly by those in the higher income grades themselves, since it is politically impossible for the state to treat differently children in different economic grades. It is perhaps worth pointing out, in this connection, that Income Tax rebates only meet the case of those whose incomes are sufficiently high, after other rebates have been deducted, to constitute a sum upon which child rebates can be allowed.

Family Allowances in Practice in this Country

One important change which has been made by the war is the large increase in the number of children who are already receiving allowances of some kind from the Government. To the children of the unemployed and of civilian widows, and the children on maintenance allowances and recipients of scholarships on whose behalf allowances are normally paid, we must now add the large number of children of men in the Services, evacuees wholly or partly maintained by the state, and the children of

air raid victims. A very large proportion of the children of the country are thus being supported by the state already.

The very variety of the allowances paid, ranging from 3s. 6d. for the third and subsequent children of the unemployed to the 15s. paid for the older evacuated children is a proof that the Government has as yet made no authoritative estimate of the cost of child maintenance.

Family allowances are found in practice in this country in certain institutions such as the London School of Economics, the University of Manchester, the Wesleyan Church, some of the Church of England diocese, while certain private firms have schemes of their own—the allowances in each case being in addition to the normal rates of salaries or wages.

Thus the principle that the community does and should take cognizance of the needs of the children has already been accepted, though in the fumbling and haphazard way we are accustomed to initiate big reforms in this country.

Family Allowances Abroad

It is interesting to note that in Australia and New Zealand, where the activities of the state have been so much further developed than in this country, state schemes have been in existence for many years. On the continent of Europe, in France and Belgium (at any rate until the fall of these countries) family allowances, financed partly by the employers and partly by the state, have also been compulsory for a considerable time. Various schemes have been established in many other countries, including Germany and Italy. Schemes applied to state officials, whether civil servants or the teaching profession, are still more widely spread. Great Britain, together with Turkey, are said to be the only countries where they do not exist.

I hope I have said sufficient here to show that family allowances are an adequate and practicable means of solving the problems of child maintenance, of preventing a catastrophic fall in the birthrate and of promoting the health and security of the home.

Medical Services and Food Centres

Flora Shepherd, Ph.D., M.B., Ch.B.

THE existing health services¹ provide professional supervision and advice of a very high standard for the infants of all mothers who will voluntarily accept it. If, on the one hand, all mothers were desirous of receiving the best advice, were intelligent enough to understand it and possessed the will to carry it out, and if, on the other hand, all professional workers realized that physical perfection cannot be achieved by material means alone, our present organization would be almost 100 per cent. successful.

The professional services are of a very high order of skill and of personality, and their results are excellent, but in every health area in the country there is a percentage of mothers who themselves and whose infants and children also, are not profiting by these services. What this percentage is we do not know, but it could

be assessed approximately if an addition were made to the present method of records and returns. These should include a return from the health visitor in each district of the approximate number of mothers in her district who are not profiting by the services offered.

In every health district the mothers may be classified as follows: those who know with considerable precision what advice they want—let us call them A+; those who realize their need of general advice, the class A; those who feel they need advice but who have practically no knowledge on which we can build it, A—; then there is that group who care for their own and their child's well-being but who have no faith in the professionals, doctors and nurses, class B+; next there is the mother who is too indolent to come for advice and too indolent to persevere with simple cleanliness,

¹ For the maintenance of health of the expectant mother, the infant, and the pre-school child, this country is divided into areas. No part of town or

country is left uncovered. The professional personnel working in each of these areas consists of the Medical Officer of Health, Assistant Medical Officer of

let alone ante-natal care, breast feeding, preparation of correct formulæ for artificial feeds, the special menus during the weaning stage and the cooking of food for the under three years, class B; these are by no means unintelligent and are usually strong and healthy but are in truth incredibly indolent.

There is another small section, very much smaller than is popularly supposed, of those who from lack of physical strength or lack of time, or lack of adequate intelligence or lack of money are incapable of maintaining the physical well-being of their children, class B—.

It is popularly supposed that the mothers of the country fall into two classes, A+ and B—, but this is incorrect. The largest numbers are between these two and spread out over the classes A and B.

The existing health organization is geared for the A+, A, and A— classes, and the professional services are highly successful *with these*. The B+ class is not large. It is, however, knowledge common to all health visitors, midwives, nurses, and doctors in the health services that the B class is the main cause of the limitation of their success. And yet I have never seen the fact stated nor has its extent been assessed.

Needs of the Inefficient Mother

There is a strong feeling in this country that no mother should be criticized in her capacity of motherhood. It is undoubtedly true that even this B type of woman, just because she is the mother of her child is better fitted to mother it than is any other person of any grade

of ability. But it must be realized that, while bearing a child and tending it is of inestimable educational value to a woman, the fact that she has given birth to a child does not of itself alter her intelligence, her temperament, and her personality quickly enough for that child to benefit by it.

The class B+, B, and B— mothers require from all grades of professional workers more time and added skill. More time adds greatly to the expense, for where mothers of the A classes can be adequately advised about the child by a doctor at the rate of four minutes per mother, those of the B classes cannot be dealt with adequately in less than 15 minutes each, most of which is spent not in examining the infant but in discovering what the mother's present procedure is, what her level of ability is, what she will probably do unless the advice is attractive and easy to carry out, and then in simplifying a method, of feeding for example, and grafting this on to her level of desire and ability. Thus, three doctors are needed to advise the same number of the B classes as can be seen adequately by one doctor if they are of class A+ or A. An even greater proportion of extra time is expended by the health visitors and nurses.

Compulsion is a difficult question and usually where the initiative comes from the mother the result is better. But the indolent, careless people respond well to authoritative handling. Certainly all infants should be examined medically, compulsorily if need be, at the ages of 9 months, 18 months, 2 years, 2½ years, 3 and 4 and 5 years. This examination would

Health, doctors in charge of ante-natal clinics and infant welfare clinics, health visitors, nurses, and midwives, all trained and qualified.

Every birth is compulsorily notified to the central health offices of the area; the name and address of each infant is then sent to the health visitor of its own district. She must visit the babe, advise the mother at least weekly during the first month and for a further period if the mother does not avail herself of the invitation to attend the infant welfare clinic in her district.

These clinics are for the maintenance of health of the healthy infant. They are also clearing houses for defects or disabilities overlooked by the mother but discovered by the clinic doctor. The mother brings her infant to the doctor who examines it and gives advice. One part of the health visitor's work

is to act as liaison between the doctor at the clinic and the mother in the home.

The number of medical clinics in a district depends upon the population; in towns they may be held twice daily for five days a week, and in sparsely populated country districts as infrequently as once fortnightly or once monthly. Recording is thorough, as exact returns are required by the head health office of the area. There is compulsion to the personnel of the health services, but, with the exception of the notification of birth, none to the mothers, who need not so much as receive the visits of the health visitor unless they wish to do so.

This is the merest skeleton of only that section of the health services which pertain to the branch under discussion. For instance, ante-natal clinics are also freely available.

include general nutrition, bone and tooth formation, perfection of feet and legs, nose and throat, and general well-being, happiness, habits, and cleanliness. The B+ and B classes respond well also to mass suggestion and fashion. Broadcast suggestion that periodic examination will prevent, for example, foot deformities in later years would be highly successful in results.

What more should we do immediately? If it be true that perhaps 30 per cent. of women are not efficient in maintaining the physical health of their children, should the children be removed from their care? This is unwise if we are considering the woman, for by removing the child we take away the mother's most potent educational stimulus, and a stimulus which she herself has produced. We therefore cripple the mother. For the child it is still more serious. Infant and mother at birth are a unit and the infant *gradually develops the separation* which therefore must initiate from the off-spring. I think that one cannot remove a child under the age of five from its mother without causing trauma. All authorities must question this statement and investigate its authenticity and decide whether we accept it or whether its converse is true—that the infant at birth is like a roll of photographic film which we may remove to any environment and on which we can print what we will. If it is true, then a mother, though most inefficient, is by virtue of her motherhood more suitable to be with her infant than anyone else, and we have the answer—the infant must not be removed from the mother.

Feeding and Cooking

The course of normal functional development of the child from birth has been, and is still being, mapped out by many investigators, but as a science it is still in such an early stage that its importance is not yet recognized by the greater part of the medical profession. There must be a time lag and the health services have reached the stage of appreciating the child guidance clinics which are established in order to cure that which should never have become pathological if the normal course of functional development had been followed.

The physical needs of the mother and infant

TRAINING OF SOCIAL WORKERS FOR MENTAL HEALTH SERVICES

London School of Economics and Political Science.
(University of London.)

SESSION 1941-42

Applications are invited from trained social workers for scholarships of varying amounts up to £200 for a one-session course of training for the Mental Health Services. The Course starts in October, 1941.

At least eight candidates will be selected. They must be between the ages of 22 and 35, and must hold a Social Science Certificate, or a degree appropriate to social work. Preference will be given to those who are over the age of 24, and who have been employed as social workers since training. They must also be willing and eligible to take up appropriate employment, after training, in any part of the United Kingdom.

The scholarships are granted for the purpose of preparing students for psychiatric social work in Child Guidance Clinics, Mental Hospitals and Associations for Mental Welfare. It has been specially adapted to war-time services, such as work with evacuated children.

Applications for Scholarships must be received not later than April 1st, 1941.

Further particulars may be obtained from The Secretary, London School of Economics, The Hostel, Peterhouse, Cambridge

Letters should be clearly marked 'Mental Health Course'.

and child cannot be supplied by material means only. Biology and psychology cannot be separated. This is adequately instanced in breast feeding and in weaning. We are all familiar with the limited range of foods acceptable to many children who refuse and are almost made to vomit by porridge, treacle, suet puddings, stews, brown bread, herrings, greens, leeks, and artichokes, and who prefer a diet of fried and tinned food, potato chips, pickles, white bread, and jam and margarine. These are the children of the B and B—mothers, though a few belong to the A classes who have been unwisely and hurriedly weaned.

What should we do for the children of these women who are too indolent to cook adequate meals and for all those of the A and B classes with limited knowledge of, and interest in, cooking? In every health district a centre for communal meals should be set up at which women could learn to cook. Chosen families should be allowed to have the midday meal at this centre once a week, on which day the mother would assist with the preparation of the meal. The family should take the meal as

a family, and it would be prepared on that basis ; for the mother, the ten-months-old infant, and the children of perhaps three and five years.

Food, its taking and giving, by the mother, is a valuable factor in establishing that security which is the basis of independence. The mother should not be separated from the children, nor the family group of children under the age of five years broken up. Food taking is closely associated with emotional balance.

In connection with cookery, there is another time lag in the circle. The meals at present being prepared at secondary school cookery classes would in many cases be considered neither balanced nor adequate by dieticians, and the girls being expensively taught by the State will have much to unlearn when they are mothers.

Health Services MUST Educate

Let us, then, adopt the excellent existing machinery of our country's health services ; state where this is failing and to what extent and amongst which type of woman, and then readjust for this section.

One adjustment would be the increase of the proportion of professional workers to mothers in this section ; another would be a very careful choice of the type of worker. These should have a genuine interest in the educational side of their work, and their enthusiasm for the mother's well-being should be paramount. These workers are already highly qualified, but

their knowledge should be added to by refresher courses in infant and child psychology. The exhausting nature of their work should be recognized.

This last remark is particularly true of the doctors who should not have whole-time appointments exclusively in infant welfare clinics amongst this section, or indeed any section. This medical field, though specialized, is too limited to prevent boredom ; if the work becomes mechanical it loses its educational value. The legs of her child are, and should be, an unique feature of interest to every mother, but when 30 seconds' examination of a ten-months-old infant's limbs necessitates the statement that unless the infant is allowed to crawl freely its legs and feet will not develop as they should, and when such statements are made perhaps twenty times a day, every day of the week for the end of the doctor's working life, the educational value of the work must drop. If the educational value goes, the whole is worthless. The pattern of physical development is too well known to sustain medical interest. All clinicians are not educationists, and this fact should not be ignored in appointing clinic doctors. A special type of clinician, working on part time, is needed to make a success of this exiguous educational work upon that peculiarly sensitive person, the mother whose object lesson is her own child.

[A second article under this title, dealing more specifically with the health of the school child, will appear next month. —Ed.]

Psychological Services*

Ruth Thomas

A FEW years ago, when I was on the staff of a child guidance clinic, a quizzical friend enquired 'How is your little patching department?' I retorted that it was doubtless doing as good a job of patching as that done in the general hospital to which he was

Educational Psychologist to the Central Association for Mental Welfare

himself attached. 'That is your trouble', he replied. 'You make your comparisons between the clinics and the hospitals too easily. You think of mental health in terms of clinics and hospital departments and cases to be cured, and not sufficiently in terms of the things that make a life.' 'For instance?' I asked. 'Well, quite literally, expectant mothers, midwives, parsons and teachers and schools and Directors of Education. Your mental health orthopædics will be no use unless you can enlist these people in helping minds to grow straight and not crooked.'

* (1) The opinions expressed in this article are personal to the writer and do not necessarily express the views of any voluntary Mental Health Organization.

(2) An account of the present organization and distribution of Child Guidance Services will be found in a leaflet of the Child Guidance Council, 'The Establishment of Child Guidance Clinics', and in the Annual Report of that organization for 1939.

The history and development and present objectives of the Child Guidance Movement are fully set out in the Feversham Report on the work of the voluntary Mental Health Services, obtainable from the Central Association for Mental Welfare.

I thought then of the great educational work of the Home and School Council and the Child Guidance Council, and that the very existence of forty-seven Child Guidance Clinics in England must have done a little in this direction. At least no Clinic ever wanted for voluntary patients. But the evacuation brought thousands of other mental invalids to light, and now the war situation at home, with its mental fatalities—almost all the result of the years before the war—is producing still more, and the whole picture makes the scope of our pre-war clinic work look rather silly.

Those of us who have been workers up and down the country, under the Mental Health Evacuation Committee's scheme to supply the Ministry of Health with trained child workers in reception areas, know a great deal more than we did. I don't mean simply about social conditions or the psychological make-up of cases—but about the circumstances which have held up the growth of mental health services up to the present. We realize in the first place that we were the wrong kind of people. We knew little or nothing about the organization and administration of the local government departments which we used to rely upon to carry out our recommendations. We had a frail hope of permanently influencing them to support and adopt Mental Health Services, because we were completely ignorant of the tortuous methods of personal contacts and private influencing which lie behind the administration of all such departments. The harassed administrator just couldn't talk to us because we failed to realize that he had to handle committees and the heads of his own organization as delicately as we had to handle cases within clinic walls. Because our clinical handling stopped when we shut our clinic doors, we were no help to him. Quite recently, after failing to persuade one of our Directors of Education to set up a Mental Health Service, I said 'Will you let me then come and give a series of lectures to your teachers. Later perhaps we could have a meeting of your committees and school heads and the magistrates and probation officers, and I could tell them about mental health. What we want might come in time then.' He smiled and said 'You are a new kind of mental health

worker to me'. I told him about the police and the billeting officers and the local committees I had struggled with in evacuation—and, of course, we had a common ground.

As a result of the war the psychiatrists, psychologists and social workers all over the country have quitted the role of consultants and therapists and through the sheer necessity of doing the job the local community wanted *in the way* it wanted it, have cured themselves of some preciousness and, in many cases, the community of its lethargy about mental health work. This gain in both quarters must be made to last.

It is not only the clinical worker who has had to examine himself since evacuation and the war. Some of the most vaunted health and education services in the country have proved in the result to be far below their reputations and public expectation. If authorities in reception areas are apt still to be a little haughty, humility is not unbecoming to their evacuating colleagues. Now this is important, since intelligent humility is open to effective aid. If, as I believe, mental health services must become an integral part of the community, influencing all departments of child life, they can only do so by being assumed into health and education services. Only thus will they be accepted by parents and teachers as educative and authoritative bodies and be in a position to undertake their major function—the *prevention* of mental maladjustment. In no other way will their personnel achieve the status of advisory colleagues to the administrative staffs who financially and officially are alone in the position to carry out recommendations effecting the child community as a whole.

Now it seems likely that at the moment, for one reason and another, administrators are aware that they cannot deal unaided with the social and emotional problems which the last twelve months have uncovered. And at the same time they are most wholeheartedly interested in the removal of their problems. Their reasons are not always our reasons, but they serve as a beginning.

'Would one of your workers be able to deal with all these damn wet beds?' I was asked in an education office recently. I promised less than that, but enough. 'Well, it seems anyhow you might be able to knock some of the best

bits out of the saga they are working up about my kids in M——.' (A neighbouring reception area.) This was a good beginning, because each of us was fortified with his private aims. I wondered whether, if our worker survived the war, she would be able to achieve a nursery class or a class for backward children, accepting the fact that mixed motives would participate there too.

This is a by no means typical story, and far from cynical in intention. But our education officers are fundamentally administrators in training and experience, and in many cases have scarcely time to be philosophers. But philosophy and practical politics never so firmly pointed together towards the establishment of local mental health services. And now is undoubtedly the moment to follow up the advantage. The population at large has also been forced by evacuation to take stock of its ideas of conduct. Quite early in the war I advised a very unsympathetic and harassed foster mother to give her neurotic charge glucose. A month later she brought along a second evacuee charged with temper tantrums and pilfering, but she met me more than halfway when she said: 'Perhaps there's something I ought to be giving him'. I explained, with a real feeling that we were getting somewhere, that there was, but it didn't come out of tins.

Once foster parents began to look for the causes of maladjustment, they were often uncannily quick in finding the real ones and remedying them in some measure. It was the high moral tone, with its sequel of feeling badly put upon, that was the undoing of all of us in the early days of the war. The parents themselves lost much of their shame in their children's misdemeanours when it was possible to get them to co-operate in tracing causes. 'It doesn't sound so bad when you put it like that' nearly always meant that they would try to accept advice.

Teachers too, once they accepted responsibility for the whole life of the children in billets, began to see that years of intellectual contacts with classes had somehow blinded them to individual emotional hungers. 'I found I didn't know much more than their uniforms', a High School Head said to me once.

I do not think that this is a too optimistic

summary of the changes which the war has brought in the general attitude towards child problems. The question is, are we prepared to put up a scheme which will embody the experience of the last twelve months and which, by overcoming the prejudices and criticisms that the pre-war services met with and never faced, will enable psychology to make its profound educational contribution?

A PREVENTIVE MENTAL HEALTH SERVICE

The scheme, for reasons which I have already made clear, must be sponsored by the Local Authority. Additional, though subsidiary, arguments are these: The present voluntary clinics are either dying or starved for want of funds. Even where part-time or voluntary officers live locally—which is often not the case—they have neither the time nor the official status to make the necessary contact with other departments of local life in such a manner as to influence them to any extent in matters of public policy. Moreover, the acute financial problems of a clinic frequently place individual members of voluntary committees who are socially or financially powerful, in a position to exercise on clinic policy an influence which is technically uninformed.

The local authority has need of at least one full psychological unit, comprising a psychiatrist, a psychologist and a psychiatric social worker, the annual cost in salaries being in the neighbourhood of £1,400. The psychiatrist being on the staff of the School Medical Officer and the psychologist under the Director of Education, the Mental Health Service is in direct contact with both departments. Where the School Medical Officer is also in charge of public health, a liaison is made at once with ante-natal clinics and infant welfare departments. Where the juvenile employment officer is attached to the Education Office, a further sphere of educative influence presents itself. Thus, on the administrative side, the mental health service exerts a direct influence on the child from pre-natal days to eighteen years.

THE WORK OF A PSYCHIATRIST

The ante-natal and infant welfare clinics are pre-eminently the places in which to begin the prevention of behaviour cases. 'What am I to say to a woman beginning her first baby who

tells me God made men too soon after the apes for her liking?' a Medical Officer asked me recently. I thought of a remark that had once come out of the blue at me in an infant welfare centre from a middle class mother with a baby she wouldn't feed. 'Ah, well, there are things in marriage, Miss, you'd find very repulsive yourself.' The unmarried mothers, the frightened expectant mothers, the mothers bitter about long childbirth, the young women still dominated in pregnancy by their own parents and totally unable to understand the jealousy of the old for the fruitful, the women set upon having sons, or set upon having daughters to bring up to avoid the pitfalls they fell into themselves, the women still guilty about ever having been married at all—the whole range of problem-makers come for *physical* help to these clinics and, without knowing it, need a great deal more. Here then is work for the psychiatrist: to explain them to themselves, and see that the ignorance of one generation is not an impassable barrier to the happiness of the next.

He will not do this entirely unaided. The local midwives have for a few weeks a quite unrivalled intimacy of contact with mothers. They have a worldly wisdom of sorts, but no psychological training. Plans for remedying this were unfortunately cut short by the war. Midwives are probably most acutely aware of the extent to which anxiety affects the difficulty of childbirth. They are the first witnesses of the mother's attitude to the breast feeding of her child, and to his wetting and soiling—and they badly need such training as will enable them to exploit a very rare opportunity of intimacy for its mental health value. This training it is within the province of the psychiatrist to give both formally and as a consultant colleague.

IN HOSPITALS AND CHILDREN'S COURTS

Fortunately now the rigid clock-work discipline of Truby-King no longer dominates the infant welfare centres, but there is still need in some measure for a wider understanding that young children do not conform to rules. Latitude in amounts of food and times of feeding, and in amounts and times of sleep, the whole discipline of sleeping baby alone,

and of making him 'clean' within as few weeks as possible—all these things are often a matter of rigid prescription which takes too little account of the temperament and circumstances of a mother and her baby. It has been a long uphill fight for the baby clinics, to train the country's mothers to recognize at all the place of regularity in the young child's régime. But both the mothers and the workers in these clinics now need to recognize the greatest factor in a child's physical and mental well-being, *i.e.* the production of that protopathic serenity which comes only from the full satisfaction of organic needs, consummated with peace and affection. It may be that the influence of a psychiatrist could interpenetrate both clinics and hospitals with good effect in this direction.

In the children's departments of general hospitals too there is much work waiting. So many cases of child maladjustment have been traceable to long or frequent sojourns in hospitals with consequent breaks in home life, and the splitting of children's affections in too many temporary directions. I was delighted during a recent trip to a northern town to find a hospital where for two years mothers have been doing the nursing of their children under supervision, even in severe cases like meningitis, and where the usual curtailment of parents' visits does not obtain.

The hospitals have done much to soften the terrors of illness for children, but there are still things to be done in helping them to accept recovery as something more than the withdrawal of their temporary right to a privileged despotism. In all these things problems lie, and in their proper handling much damage can be prevented.

Then there are the juvenile courts. At present, progressive magistrates refer either the most acute or the most pitiful cases to clinics if such are available. Unprogressive magistrates make use of the Approved Schools. There is no provision for the presence in Court of any person capable of considering each case in the light of its probable amenability to treatment, and only very rare provision prior to the Session of the Court for any investigation into the personality of the children's homes other than that made by the police.

I remember getting my first insight into what a multitude of psychological sins can be covered by the words 'fine and respectable' when they were applied by the police and the probation officer to the mother of an eighteen-year-old girl on her final charge for stealing. She was remanded for psychological investigation because of her education and her mother's respectability. I found a woman—obsessed to the point of martyrdom with the need to work—to whom money and a narrow religion were the two chief values in life, and men the chief antipathy. These facts were crucial in the final clearing up of the case, but they had neither been uncovered, nor would have been interpreted, though the girl had been four times before the Court on serious charges.

The psychiatrist should sit in the local Juvenile Court equipped with the psychiatric social workers' investigation into the social history of each case, and should advise the magistrate on the likelihood of a case profiting by treatment. He should discuss with the probation officer the progress of each case placed on probation and advise him on the circumstantial handling of such cases as do not need intensive psychiatric treatment. In this way (and until such time as a psychiatric training is demanded of probation officers) probation will gain in meaning.

Home Office Schools and Remand Homes will still remain at least officially outside local psychological influence. That may be an argument for such co-operation between the local education authority and the Home Office as will establish a liaison between the mental health service and the life of children in Approved Schools—or if this is impossible, the argument may be in favour of the Home Office relinquishing its control of such schools to a combination of local authorities. In any case, the liaison is imperative.

There still remains for the psychiatrist the administration of the local child guidance clinic and the treatment of cases referred by parents and teachers—at present his entire job. The war has left us in no doubt that this will not be less well done because the Director assumes some responsibility for the general education of the community.

THE WORK OF THE PSYCHOLOGIST is concerned primarily with getting across to the educators a point of view about their work. This year, standing in a field with a north country farmer, I said: 'It's a good life you have'. He replied: 'I am happy. Yon fellows (his workmen) are good lads. I can grow things, and next year it will be to do again.'

I thought that man had achieved a perfect education. He had a reasonable faith in his fellows, and in himself, and in the inexhaustibility of life, and he loved work. How to get home to an exam-ridden, fact-minded world—that to feel as maturely as that Yorkshire farmer is to be educated, let your factual equipment be what it will?

If with all its implications it really were got home to administrators, how would it affect the system? I think we should begin to put as the first value in education the greatest amount of personal contact between teacher and children. That would mean that the immediate grim necessity of policy would be to reduce the size of classes and increase staffing. Now this has already been done in respect of organized classes for backward children with their recognized limit of twenty, and in areas where these classes have been set up systematically and on the sound basis of mental measurement, the psychologists have been the moving spirits. They have trained teachers in the scientific assessment of intelligence, in acknowledging the factors which make for individual backwardness and in such a conduct of the classes as will emphasize the emotional integrity of the child, and so make it possible for him to learn. They have influenced administrative opinion away from the viewpoint that in any case the backward child is just so much dead weight on society and towards the conception of him as a handicapped creature with a right to be made happy by appreciation and success.

In just a few areas this is the job that psychologists have actually done up to now. That job still needs doing in every area, but only as part of a wider policy which puts first every child's right, whether backward or not, to a personal relationship to a small class with a teacher-parent. Under present conditions that can only mean the substitution of a large new staffing policy for the old policy of putting

money into expensive buildings and equipment. In the devastated areas of England this may conceivably come about when it becomes necessary to use as schools the small rooms of private houses, or some other such temporary device, whilst rebuilding proceeds. When it comes it will inevitably bring such a change in methods, curriculum and general procedure as to be the biggest single factor in the prevention of mental ill health.

I believe this psychological sanity would prevail if a personal and constant reiteration of the mental health viewpoint could be made by local workers permanently attached to the local authorities. (The N.U.T. has had smaller classes on their programme for years but has tended to advocate them in the interests of the teacher rather than in those of the mental health of the child.) Such a policy might also modify the mistaken idea that nursery schools and play centres require big scale expenditure on building and equipment, and are not worth commencing modestly as single class units attached to existing schools. One local authority in the north, for reasons of A.R.P., has closed its big nursery schools. But in the basements of houses throughout the town, mothers of evacuated children have started nursery centres and are being unofficially trained to handle them by a member of the University Education staff. I felt that these centres were as good as anything that could be seen anywhere in England.

But whatever it may be possible to do in time with the country's administrative policy, the underlying spirit of all these developments requires that teachers should have it brought home to them that their work has been well done if they can help their children to feel as maturely as did that Yorkshire farmer—no matter what else they fail to teach them. I do not say that this can be done by courses of lectures in psychology, or by instruction in the psychological bases of some of the newer methods—though these will help, and certainly be a good deal more effective when they are given locally and fairly frequently by a worker thoroughly conversant with local conditions.

But such a point of view can be the outcome of constant discussion and frequent advisory intercourse, such as arises where the schools

and the psychologists have the common aim of clearing up children's conduct difficulties (not necessarily such as are gross enough to be sent to a clinic). In the course of a single morning, when the social worker has had time to make investigations into social conditions, it has been possible to give minor points of advice on as many as five or six normal children who are exhibiting temporary problems. And I have felt in the end that these points would never be raised again by the same teacher faced with similar problems, and that in one or two cases she would make alterations of school procedure and even curriculum which would materially effect many children.

Incidentally, of course, this immediate contact with schools is of the greatest importance in the diagnosis and treatment of clinic cases. One gets to know what schools cause mental disquiet and what schools can be used for the temporary reassurance of cases through transfer—all incalculably valuable.

In a limited number of cases circumstances conspire to make particular problem children too great a burden on even the informed good will and progressive facilities of the best of ordinary schools. There is the chance for the psychologist to work either for a special school for difficult children, such as the experimental school in Leicester, or an experimental class under a teacher in constant contact with the psychologist's advice, such as the experimental class in Oxford City. Evacuation has produced a large number of residential hostels for difficult children all over the country, and where home circumstances are unamenable this may well be an outcrop of the war which will remain. At present arrangements are in progress for a short course to train house mothers for such hostels, but funds are only available to extend this advantage to a very limited number of women. In any case, the scheme, whether temporary or permanent, requires constant supervision and contact from a worker capable of advising on mental health lines.

TRAINING AND FINANCE

I have never felt that the pretty general refusal on the part of education authorities to assume responsibility for the rehabilitation of the emotionally unstable, and for the right

development of the emotional life of the normal child, was at bottom due to a shortage of funds with which to carry out the work. The administration of the finance of a local authority is an extraordinarily fluid affair, considerably more within the province of the technical heads of departments to divert where the need seems greatest than is generally admitted. And there are ways of ensuring the concurrence of education committees in even radical diversion of funds of which every administrator takes advantage.

Having experienced the arduousness and limitations of working in a single psychological unit under a local authority with a school population of over ten thousand, I am not inclined to find any virtue but economy in the suggestion that small and poor authorities should combine to employ a psychological service. Yet even this principle, if adopted so as to cover the whole of England, would mean that all authorities would be in contact with some sort of advisory and preventive service, many of whose recommendations could be delegated to executive officers already in the authorities' employ.

Moreover, if evacuation has shown anything clearly, it is that educational finance, being dependent on the wealth of the local community, is badly distributed, and results in marked poverty of service in many areas. This problem is due for attention ; and a supplementing of local finance in the towns where the

penny rate is low may be one post-war reform. In this case perhaps child guidance may profit.

Moreover, for some years, the Board of Education has subsidised psychological services set up by a Local Educational Authority to the extent of fifty per cent., and this has not made a really extensive difference to the institution of the service.

Something of the slowness of local education authorities to assume this responsibility may be attributed to the fact that in the past they have not found the academic psychology once prevalent in Training Colleges and still tenacious of some universities of much direct help in handling children. This prejudice dies hard in spite of the undoubted reality and life of the new psychiatric theory. The present market for psychologists has almost exhausted the supply of clinically trained men and women who owe their clinical experience to the generosity of the Commonwealth Fund in establishing fellowships. At the moment this fund is no longer able to be devoted to the training of other than psychiatric social workers. Now is therefore the time for local authorities to perform the same services for their teacher graduates in psychology as they do for intending student teachers, and supply grants or loans to enable such men and women to undertake mid-career training. This and an additional grant from the Board of Education to clinics acting as training centres similar to that allowed to training colleges would meet the situation.

Home and School Co-operation

G. A. Lyward

**Director, Finchden Manor Clinic & School, nr. Ludlow.
Editor 'Home and School'**

IT is the easiest thing in the world to expect too much of a child at a given time or in a given place. When undue expectations are followed by threat or challenge or cajolery, then the unity and continuity of that child's life is in danger. But because expecting too much of a child is a line of least resistance it is bound to be followed by threat or challenge or cajolery. Human nature is like that. The uncreative approach we are discussing can easily be disguised, but it is then only the more dangerous a threat to the child's development because the

universal disguise is love, which should mean creation.

In sharp contrast to the mother with a child at her breast, keeping her challenge subordinate to her feeding, both home and school are easily suborned into asking children to do things for which they have been inadequately prepared or nourished ; to be what as yet they can only be superficially ; and to have graces, which, being graces, can in reality emerge only as free gifts and unconscious spontaneous display of inner satisfaction and contentment.

It is human to expect too much. Parent-teacher co-operation would seem to be the simplest way of safeguarding children from some of the worst dangers resulting from our humanity.

Sometimes parents and teachers cannot help meeting. When a child is still so small that he has to be taken to school by his mother, she can find herself just inside the school door before she knows where she is. Here is nature giving a hint, as usual. Dr. R. H. Crowley has said: 'The nursery school is the natural extension of the home and the cradle of parent-teacher co-operation.' And to many people nowadays it is almost unbelievable that parents and teachers in the past have insanely put asunder that which would seem so inevitably drawn together as the school and the home. But so it has been, and it is still possible to hear people talk about co-operation between these two environments of the child as a strange flight of imagination or as rank heresy, rather than as the obvious way of saving children from being too often on the rack, too seriously and too frequently (to quote the late Lord Allen of Hurtwood) 'lonely and bothered'.

Lonely and bothered. Is not that how we all feel when we make sudden changes or big changes, despite the experience and the insight we have at our command? But neither little children during the early period of such significant inner changes nor adolescents passing through a similar kind of inner development can fruitfully be submitted to such outward changes and chances as shall leave them too lonely and bothered with no experience of any account to call their own. If such changes and chances are not fruitful then nothing else can justify them. And this remark is not so unnecessary as it might appear.

Whenever a human being comes across something different from that which he knows, consciously or unconsciously, or in both ways, he sets about to render it familiar. One might almost say that he sets out to render it compatible with his home experiences. If too much of this necessary and inevitable task is going on unconsciously then the child may become the victim of fatigue with disordered function as the result. He may, for instance, soon get below par in health or he may lie or steal or begin to

fail at his work or play, and even seem to be less intelligent than he is. As things are, this is only too often the signal for reproof or goading or moral disquisition; that is, it marks the beginning of those vicious circles that end in war of some kind or other. The 'unfamiliar' may take the form of larger numbers, rougher speech, strange geography, a higher standard of intelligence or performance around the child than he is used to or than he has so far realized not to be his. Or it may be unfriendly in so far as it takes no account of his special aptitudes or experiences and so leaves him with threads of life which he cannot weave into the pattern and which nobody seems to value although they are the very threads which, to him, mean everything. Meditate, if you will, upon what it is like to have that which means *everything* to you ignored and left without a local habitation and a name.

Where a school is sensitive to the fact that there is no real alternative in the long run to a creative acceptance of life, and where its ways and means are full of the joy of such creative living (and pains too), then it invites parents to learn about its aims and meets them freely and as a matter of obvious course. Then parent-teacher co-operation constitutes parent education, not as something dispensed in a lordly way by the school, but as something that remembers (also with joy) that learning never stops for anybody. The reader tempted to quarrel with the repetition of the word joy should remember that there is no real experience where joy, with pain included, is lacking.

Nothing that has been written above is meant to suggest that school should be merely a version of home or that children should never feel strange or confused or find it hard labour achieving a satisfactory re-orientation. It is a question of degree. Degree can never be determined except where there are two points of reference. Interaction is necessary to fix any point with certainty. And this fact is peculiarly clear in our particular instance, because we are discussing how different from home school dare be for a child. The child himself cannot tell us how much he can stand. The virtue for him lies in his *not* having to estimate it or think too consciously (or work too hard unconsciously) about his adjustments.

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future. Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

For then the joy is lost in the wilderness of thought and the futility of scheming. So there must be interaction between the accredited representatives of his home and his school.

One boy may be inarticulate because he has five sisters and no brothers and is now fourteen with Father away. He, of all people, is not likely to supply that information to his school. Nor is his mother. But his schoolmaster may know what questions to ask of Mother and thus come gently to the truth, to the great gain of the boy and probably of the rest of his family.

A little girl of eight may be 'good' at school because happy with contemporaries and 'bad' at home where her big family of brothers and sisters are not really contemporaries. Tired fathers, interfering or invalid aunts, early illnesses—there is no limit to the circumstances at home, present or past or impending, which may affect a child's life and work at school. There are a thousand and one ways in which a quite normal child may, by chance, have missed being prepared for some specific experience through which he or she has to pass at school alongside of others to whom that experience is a mere nothing. This is especially true of the early days at school and especially true in large schools, if large schools there must be.

The problem is that of sameness and difference. The child needs to be continually meeting with things and people different from those he is accustomed to. Without the tension thus set up there can be no development, no mastery, but only repetition and ultimate bondage. But there is another kind of purely internal tension which is conflict rather than adventure and which stops proper digestion and elimination, and this is set up whenever there is no appreciable link between past and present, physical and mental, the familiar and the unfamiliar. The fact that we can so easily become puppets is no argument against the

development of habits, which indeed we cannot avoid and which are part of the way in which we grow. The child's need for the *different*, the new, is balanced by an equal need for the habitual. The virtue of each is proportional to the amount of living relationship it bears to the other.

A rapid consideration of some differences will not be out of place. The child is related to his parents and inherits characteristics from them. He is not so related to his teachers. His parents have had in the past to concentrate sometimes rather exclusively upon his physical well-being. This his teachers are generally spared. The child knows unconsciously, if not consciously, that he has a hold over his parents which he has not over his teachers, and both these realizations are good for him and both have their dangers. His home knows his past and that in a multitude of little intimate ways; his school does not. In one mood it will be easier for his school to meet him; in another mood his home will be the only place to which he will turn, albeit sometimes uncertainly. But because a human being is always moving between two moods, two attitudes, two sets of values, there are bound to be periods, short or long, when he is uncertain and confused and it is then that his life can be quenched within him. It is in preparation for these periods that parents and teachers should come together. For then these periods, though they may remain dark, can be kept creative, whereas otherwise they are likely to be too barren for words or for anything else.

Nobody could have had, as has the writer, intimate contact with a great many successful parent-teacher associations in this country and abroad (the latter through a large number of journals) without feeling that the chief task of parent-teacher associations is to maintain an atmosphere of mutual trust and understanding and of joint continuing education. It is no-

where desired that there should be a national or world orgy of hours spent in the discussion of individual children. What has been proved is that the discussion of the problems of an individual child is often likely to be fruitful only if it can take place on a stage already set.

Parent-teacher co-operation will never be fully appreciated by those who cannot face up to the frailty of human nature and be loving and yet, in a way, gently cynical about it. We must not for want of crying in the wilderness again fall into the way of thinking that children only learn at school or from their professional teachers and that these never need to learn anything from the mothers or fathers of children. That is the kind of cynicism that erects partitions, the kind that has caused us to be neglectful of our adolescents to our loss as a nation.

Co-operation does not mean regular action. It should above all assist adults in knowing—knowing how to think and feel far more than knowing what to say or do. The child will soon

sense the truth that his loyalties are not going to be split and will not so fear the moments of contact with what is new that he sticks in the mud that was once rightly regarded as good solid earth. The quality of the co-operation will be different according to the age of the child. During the nursery school period it will be close and intimate rather than deep ; during the junior school period it may well become a very strong force indeed, because it is during this period that the child will reveal himself as fixated to his past or as still open-hearted, and that his intelligence will come under review. During adolescence, when the parents are having to watch their step, co-operation between parent and teacher will probably take a different turn with much variety of form, too complicated for discussion here. The writer will be well satisfied if he can feel that he has provoked readers to ponder over the needs of the child at different ages in so far as they relate to this important matter.

London Education in Wartime

DURING the past few weeks I have been visiting educational institutions of many kinds, from a day nursery to Morley College. Everything, of course, has militated against the maintenance of education in London. Elementary education, with 60,000 to 80,000 children not attending school, has been reduced to a shadow of its former self. In a later number I hope to return to this grave matter. Here I should like to offer a few notes on some of the gallant work I have seen outside the circumference of elementary education.

AJUNIOR COMMERCIAL AND TECHNICAL EVENING Institute. ('Evening' now means Saturday afternoon and Sunday.) It used to have 600 students, boys and girls of about 14 to 18. It used to run 23 courses. Now, in a building partly damaged by bombs, partly taken over by the Auxiliary Fire Service, with its programme cut down to four courses, it has 60 students. These young people must be as keen as mustard, for, not only is the war enough to keep them from study, but jobs are plentiful and some firms are working on Saturday afternoons to make up for hours lost during the week. The head told me that he had had five applications for admission from secondary school pupils and very much regretted that he was obliged to refuse them. In normal times this rule is sensible, because secondary school work is quite enough. But now, when hours are shorter and homework necessarily light, it would seem that the rule might be waived for pupils who are nearing the time when they will leave school

to take up jobs of the kinds for which these Institutes provide training.

ADAY NURSERY IN A DISTRICT WHICH HAS BEEN terribly pasted. At the outbreak of the war it was evacuated to the country and its buildings closed. In the summer the buildings were reopened ; there was no lack of babies and toddlers, and the Nursery has done a real service in persuading the mothers to let them be sent to the country. It has now sent to the country three times as many children as it contained before the war. But until all children are evacuated it should be employed to the full, and not closed down (as is threatened) or put to some other use.

MORLEY COLLEGE. SUNDAY MORNING. ITS OWN building having been razed to the ground, except for one wing, the College is carrying on in a neighbouring school. Before the war its students numbered between 3,000 and 4,000. Last year, with a full week and evenings, there were about 1,800. Now only Saturday afternoon and Sunday are left and the people who would have attended its classes are largely swept up into war service or evacuated with their firms. Yet 200 have enrolled. It takes some enthusiasm to give up a Sunday morning to study in wartime. However, there they were—about 18 turning their minds to post-war reconstruction, slightly fewer grappling with philosophy, others taking literature or languages (order of popularity : Spanish, German, French), choral singing or orchestral music. The dramatic group,

transplanted to a settlement a couple of miles away, is so keen that it puts in the whole week-end. Politics and economics (apart from the post-war reconstruction class) seem to have slumped, and so has first aid, which was a favourite last year. On the whole classes number about one-tenth of their pre-war strength—a fraction, incidentally, which I have encountered again and again in my visits.

The suitability of the week-end varies in different parts of London. One well-known institute finds Saturdays good, but Sundays useless. Another, a large technical institute, tried to open for three weeks in succession, but only the tailoring class attracted enough students. Most of its second and third year degree course students, however, are continuing by correspondence.

A DOMESTIC TRAINING DEPARTMENT. BEFORE THE war it had 240 full-time students preparing to be either teachers of domestic subjects or managers and caterers in institutions or demonstrators for gas and electric companies; in addition part-time and evening students brought the total up to 800. Now it has just over half of its former full-time students. After a period of evacuation, during which the students had the experience of running small houses under the difficulties of last winter, the department returned to London in September. The neighbourhood was by then under the full blast of air raids. The teaching staff took over the feeding of homeless people plus 50 employees of a factory and the repair and remaking of clothes collected by the Women's Voluntary Services. By the beginning of November the department was able to receive students again, and to-day their practical work is done in the service of the homeless, who now enjoy a constant demonstration of good, varied, and cheap dishes!

The problem of sheltering and feeding those who

are bombed out of their homes, until billets are found for them, may seem irrelevant here, but its solution now forms part of the history of London education. It called for accommodation and a staff of men and women who were adaptable and accustomed to organizing. Schools, of course, were taken for the first, teachers for the second. About 400 are working at it and a grand job they have made of it. For the Meals Service London has been organized in 12 divisions. (The one I visited, which includes London's worst bombed borough, is in the charge of a member of the English N.E.F. Committee.) About 150 food centres have been opened and upwards of 50,000 hot mid-day meals are served every week. There you may see our London teachers, with other helpers, clad in overalls and aprons, cooking and handing out excellent meals. Soup and bread, 2d.; meat and two vegetables, 6d. to 8d.; a hot sweet, 2d.; tea, 1d.—that is the sort of menu. The materials, by the way, are bought as far as possible in the immediate locality, to help shopkeepers who have been badly hit. These centres are open to everyone; we may yet see communal feeding become the normal thing in England.

The work of the teachers at the rest and feeding centres is beyond praise. They volunteered for it when no one else was available. One may well doubt whether another body of people with the organizing ability and the experience in handling human beings could have been found. But now that the work is well under way, are there no people except trained teachers to do the domestic side of it? There are those thousands of children who are getting no education while their teachers are cooking and scrubbing. This cannot, must not, go on indefinitely.

(*To be continued.*)

V. Ogilvie.

Letters to the Editor

To the Editor of the "New Era."

DEAR MADAM,

I am in complete agreement with Miss Fletcher in her strictures on our elementary and secondary education, though I know many schools that deserve praise—and think that the Project Method, which is what her suggested curriculum comes to, is the best when used intelligently for children up to 12. But even this method will not necessarily produce the result both Miss Fletcher and I desire. As is well known, it has been practised in some form or other for many years in the States and in many of our progressive schools. One cannot say that the result has made itself felt.

No method, however seemingly perfect and desirable, will produce integrated people aware of the world's problems and prepared to endure the discomfort of solving the problems, unless first the content of the matter and the explanations given are such as will create a conviction for the necessity of solving the problems, and second, an intellectual

as well as emotional approach to problems is encouraged. The trouble with our education is just that it pays little or no attention to the intellect. All it does, compelled to this by the need to pass examinations, is to develop the capacity for a mechanical storing of facts. Academic education is not the same as intellectual education which can only be achieved through discussion, through the practice of comparing and judging all sources of information.

A course of study on 'Bread' could certainly achieve the desired object, but it must include much more than a visit to the bakery, etc. The syllabus for such a course should include the history of wheat and its adaptation by man, including the conscious breeding of new varieties; the forms of labour in the tribal stage; feudal labour, industrial labour and labour under monopoly capitalism; relations between employee and employer, between wages, prices and profits; the artificial creation of scarcity by restriction and destruction; the adulteration of bread, etc. Such a syllabus would not only make

them aware of major world problems, but would stimulate them, if taken in the right way, to a solution of the problems, which is presumably what Miss Fletcher means by a 'growing dynamic motivation'. The same purpose could be achieved through history, literature, geography, or science. My syllabus demands an extensive knowledge of history and economics, an ability to do research, and an intellect mature enough to weigh and sift and judge the material. Neither a text book nor a talk with a baker or miller would be sufficient. The intellectual immaturity of which Miss Fletcher complains will only be changed to maturity by a study of local conditions in so far as the study calls forth intellectual consideration of the problems aroused. Neither awareness of problems nor the ability to solve them is possible without the use of the intellect. And if at 18 our young men and women are incapable of intellectual effort, of intellectual apprehension and perception, then there is no hope, for the physical part of the intellect is as developed as it can be by that time, all we can do is to give it practice through experience.

And why this emphasis on the 'changing society'? We talk as though this 'changingness' were a phenomenon of the twentieth century only. But society has been changing ever since its origin. It changed when tribal organisation broke up, it changed when feudalism broke up, it changed at the time of the Renaissance, it changed with the introduction of steam, and it will go on changing till the end of time. And there always has been, and always will be the problem of training youth to solve the problems arising out of the changing, and the more youth is trained to use its intellect to their solution, the more easily and harmoniously will the purpose of a harmonious life for the whole world be achieved.

Beatrice King.

Book Reviews

Barbarians and Philistines : Democracy and the Public Schools, by T. C. Worsley.
(Robert Hale, 10/6.)

After the amount of nonsense that has been written about public schools to read this critical examination of their character and function is refreshing. No one would say that Mr. Worsley is unbiassed. He states in no uncertain terms his belief that the English public school system as we know it has outlived its usefulness. By placing his argument in an historical setting, however, he is able to do full justice to the part played by public schools during the nineteenth century in the development of England and the Empire. He acknowledges their work in educating, first Empire builders, then Empire administrators, but goes on to argue that the social purposes which they once served no longer exist, that they have proved incapable of adapting themselves to new needs, and that the antiquated outlook of the leaders they have produced has been

MADAM,

From one discussing anything appertaining to the Kingdom of Heaven, one expects denunciation of the evils of Nazism and Fascism. In this H. G. Baynes did not fail us, but his attitude to war and imperialism is amazing. He flatters us that our 'best qualities are brought into clear relief' in this war, but says nothing about our evil qualities. Perhaps he imagines that we are all angels, and the people in Germany all devils.

Pharisaism is by no means the same as Hitlerism. Hitlerism is vile, but not hypocritical; it *admits* its faith in violence. Pharisaical is the attitude which, though professing to belief in the way of God—love—, manifests *in practice* faith in the things which are not God's—hate, violence, revenge.

Let us be honest with ourselves. The squalor and slaughter in Coventry and Hamburg, and all bombed cities, is a heavy responsibility which *we individually* must accept as well as the political leaders. The imprisonment of India's finest men, general exploitation, slums, profiteering, malnutrition, and the terribly high percentage of illiterates among the coloured inhabitants of the Empire are all evils which we must denounce and work against, as readily as those perpetrated by Hitler, Franco, Stalin, Mussolini, and their counterparts in other lands. War, empires, and all unchristian evils remain because we who profess ourselves Christians have not yet attempted to follow the way of Jesus. Too often, with the Pharisees, we thank God that we are not like other men, forgetting the Report on the West Indies which we dare not print. It is time that with the Publican we turned to God and admitted that we are miserable sinners, for, like Hitler, we shall be known by our *fruits*, not by our professed ideals.

Ronald S. Mallone, B.A.

(Editor, 'The Dick Sheppard Monthly').

a not inconsiderable factor in bringing about the present situation.

Mr. Worsley's chief quarrel with the public schools is that their existence is incompatible with a democratic way of living, that the leadership they teach is an authoritarian, not a democratic form of leadership. Indeed he maintains that any leadership-training theory is inappropriate to a democracy. If a universal system of education were established which would create an all-round intelligent population, aware of the world it lives in, then, he argues, leaders would arise naturally without any special preparation.

His reconstruction of the educational system is based on this belief. Its outline, particularly the conception of the Junior College, is worthy of study. I am doubtful, however, whether Mr. Worsley's conception of the pattern of the future is likely to materialise. It seems more probable that the development of modern techniques will dictate that, while we may preserve the spirit of democracy, our

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

*Illustrated prospectuses gladly sent post free.***A. BROWN & SONS, LIMITED**

5 FARRINGDON AVENUE

LONDON, E.C.4

choice lies between a pure totalitarianism and a planned society within a framework of intellectual and spiritual liberty. It may be that the condition of liberty in a planned society, will be the deliberate training of an élite, drawn from all classes and acting as the creative and directive core in national life. If that be so, we shall still need our public schools. They will be different from those we now know, with a much wider social basis, their curriculum more in accordance with the world as it is, their conception of leadership more akin to the ideal of the Forgotten Sacrament; but they will draw their inspiration from that tradition which has been the most fertile contribution of England to educational thought.

Though I have felt obliged to question Mr. Worsley's main thesis, I consider this book the most valuable and suggestive examination of the problem of the future of public schools I have read. Not only has Mr. Worsley a keen analytical mind; he also, unlike most writers on education, writes a beautiful English prose.

*F. C. Happold***The A.L. Physical Training Record Book.****No. 135. (E. J. Arnold & Son, Ltd., 3/-.)**

The compiler of this Physical Training Record Book modestly suggests that its scope of usefulness is limited to the student and the specialist teacher of physical training.

Mr. Sibly might well have claimed that every teacher of physical training, specialist or otherwise, who appreciates the need for careful planning and recording of physical training lessons would find this book extremely useful and convenient for the purpose.

For the teacher in junior and senior departments the correct use of this record book would result not only in systematic progression from exercise to exercise and from lesson to lesson, but would enable the teacher to visualise his or her lessons as part of a well-planned scheme rather than as a series of isolated tables.

The general arrangement of headings under which the various parts of the lesson can be written up and reviewed are clear and concise, and the space provided for teaching notes and diagrams is convenient and useful.

This record book can be recommended with confidence for universal use amongst teachers of junior

and senior children; for students in training a book of this kind is indispensable.

*Florence Bentley***The Woman who could not Read, by Michael Zoshchenko. Translated by Eliseveta Fen. (Methuen, 4/6.)**

Whether or no there is an absolute standard of beauty—this I suppose will always be a matter of dispute—nobody can claim that there is an absolute standard of the humorous, the comic, or the ludicrous. The ingredients and attributes of what is considered humorous vary not only as between nation and nation but also from generation to generation.

I think the main qualitative difference between French and British humour is the same as that between the shell and the bomb. If you hear a shell you are safe because it is so quick that the noise of it comes lumbering along behind, but the bomb is slower and its own noise overtakes it. You can look at a printed British joke and slowly understand it and more slowly expand from the dawn of a grin to a laugh. A French printed joke either hits you in the eye or misses you for ever. As to changing fashions in humour, those who to-day gurggle and splutter with pleasure at Alfred Doolittle only dutifully grin at the heavy sallies of Old Gobbo and the Gravediggers. Yorick may have kept the table in a roar in the thirteenth century, but I feel certain he would have driven it to the bar or the lavatory in the twentieth.

Yet I am bound to admit that there are certain brands of humour which have a wide if not perennial appeal to most cultured races. Of such are *Ric et Rac*, *Le Canard Enchaîné*, and our own David Low. To none of these does one need to be conditioned by either race, nation, school or class. It is of such stuff that Michael Zoshchenko's *The Woman Who Could Not Read* is made on. These stories are concerned with everyday circumstances which are common in some degree to all people of Europe and America who belong to any class below the *haute bourgeoisie*. They draw the stimulating juices of humour out of those situations which drive you and me—and I suspect the author also—mad with rage when they occur. Some of them deal with things which are the lot of all mankind. Others, with those which are peculiar to a society entering upon a new phase. Those of us whose age is over ten and under ninety years had better get accustomed as quickly as possible to seeing humour in these latter circumstances, and as a first lesson I recommend the reading of Zoshchenko's book—more particularly 'The Stove', 'Electricity in Common' and 'Get on with your Sleeping'. It was not until I had finished reading this book that I remembered it was a translation.

*W. E. Bartels***POST WANTED**

THOROUGHLY EXPERIENCED young German lady requires post. Three years English school work. Junior subjects, German, handwork, needlework, matron's duties. First class references. Melchior, 57 Barn Hill, Wembley Park, Mddx.

Directory of Schools—Great Britain

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

BRYANSTON SCHOOL BLANDFORD, DORSET

Headmaster : T. F. COADE, M.A.

SEVEN SCHOLARSHIPS (£80-£30), including a MUSIC SCHOLARSHIP (£40) and SOME COMPETITIVE BURSARIES value £50 will be offered in May 1941. Awards tenable for four years. Boys should be under 14 on June 1st.

Fees 155 guineas per annum, inclusive

Full particulars from the Headmaster.

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

A NEW SCHOOL IN LUNESDALE Wennington Hall, via Lancaster

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees: £90-£100 a year, with reductions in certain cases.

Headmaster: KENNETH C. BARNES, B.Sc.
(Tel.: Hornby 266.)

KESWICK SCHOOL, DERWENTWATER

Headmaster: H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursar!

All further particulars from the Headmaster

KING ALFRED SCHOOL

NOW AT

**Flint Hall Farm, Royston,
Herts.**

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads:

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Handicraft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals: Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

CORNWALL, CARBIS BAY

ROCKLANDS SCHOOL has evacuated to THE HEADLANDS, Carbis Bay, where it has taken over fine premises 300 feet up overlooking Carbis Bay sands. Co-educational, 40 boarders, ages 4 to 17. Family atmosphere. Unique health record. Modern dietary, meat and vegetarian. Individual, active methods with high academic standards.

Headmaster:

W. T. R. RAWSON (B.A. Hons. Camb.)

PARC WERN SCHOOL

(formerly SWANSEA) evacuated to:

**DOLAUCOTHY HALL, PUMPSAINT,
nr. LLANWRDA, CARMARTHENSHIRE**

Day and Boarding School for Boys and Girls from 3 to 12 years.

A community of children and staff engaged in every kind of play, creative activities and formal work—where parents are closely associated with the school's control and interests.

**Subsidiary Courses of Training are offered to
Domestic Science Students, Nursery School
Workers, School Matrons, and Teachers.**

The school is recognized by the Board of Education.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.

Directory of Schools—continued

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages.
Modern dietary.

Mrs. E. PAUL, Ph.D.

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress : Miss Warr.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. Apply Principal.

HALSTEAD PLACE, Littleton Panell, nr. Devizes, Wiltshire. Preparatory School for Girls. Recognized by the Board of Education. Ages 6-14 years. 18 acres. 300 feet high. Station, Lavington. (Paddington 2 hours.)

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with GLENDOWER SCHOOL, now at SYDENHAM HOUSE, LEWDOWN, DEVON. Beautiful house and grounds. Upper and Middle School for Girls, Lower School. Boys and girls 4-10. Boarding and Day.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond, S.R.N.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. Apply Principals.

BEVERLEY NURSERY SCHOOL

Now at ABERFOYLE,

Perthshire, Scotland

A progressive Nursery School for children 2 to 7 years in conjunction with which is a home for small children which offers them a happy family life in safe surroundings with plenty of space.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

CHILDREN'S FARM, ROMANSLEIGH, NORTH DEVON. A country home and school for children under 14. Qualified staff. Animal care, riding, crafts. Children welcomed for the holidays. Mr. and Mrs. Volkmer, B.A.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

THE MOUNT SCHOOL, Amberley, nr. Stroud, Glos. An attempt is made to keep the school in touch with real everyday things. Principal, Mary Macgregor, B.A. (Lond.), Cambridge Teacher's Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organising experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2.50). Single Copy 6d. (8d. post free) ; 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

NOT TO BE REPRODUCED
FROM THE LIBRARY

THE NEW ERA

N HOME AND SCHOOL

Editor—BEATRICE ENSOR
PRICE 6d.

FEBRUARY 1941

Assistant Editor—P. VOLKOV
Volume 22, Number 2

MINIMAL DEMANDS OF THE CHILD UPON THE COMMUNITY

	Page
NOW AND TOMORROW—V: ADMINISTRATIVE PROBLEMS.....	H. G. Stead 25
SCHOOL NEEDS OF THE 5 TO 12-YEAR-OLD.....	D. E. M. Gardner 32
SCHOOL NEEDS OF THE 12 TO 16-YEAR-OLD.....	Marion Milner 38
PLAY CENTRES.....	Marjorie Reeves 41
MEDICAL SERVICES AND FOOD CENTRES—II.....	M. Blackwood & J. E. Marshall 44
BOOK REVIEWS.....	47

NOW AND TOMORROW—V

H. G. Stead

THERE is a mistaken idea abroad that it is possible to discuss educational systems apart from the communities in which they function. The truth is, of course, that every system of education is an institution of the society which establishes it, and can only express the principles on which that society is based. There may be established in a community some schools expressive of ideals other than the official ones, but the communal system of education as a whole must express the communal philosophy and ideals (or lack of ideals). The fact that schools are the community's provision for the development of its future citizens is sufficient proof of this. In Germany the Nazi 'philosophy' is establishing a type of education devised to perpetuate ac-

Administrative Problems

Secretary to the Chesterfield Education Committee. Author of 'Full Stature'

ceptance of that philosophy. In Russia, the Communists seek similarly to educate for communism. In this country it is claimed that education has for its aim the development of good democrats. Certain elements may be common to all these types of education. If they are, the reasons for their inclusion will differ in the various systems and the emphasis placed upon different aspects will also vary. Before a decision can be arrived at as to what are the minimum demands of children on the community it is necessary, therefore, to know the basic principles of the community, for these will determine the demands which the children are permitted to make and which educationists are allowed to implement. If demands are made based on principles other



than those at present accepted by the community, there is only one method of dealing with the matter. The principles of the society will have to be changed before the new educational demands can be satisfied.

It is important that this should be realized, for there is a tendency to believe that improvement in methods, or changes in the curriculum can in themselves produce vital changes in education. It is true that some improvement can be produced—but it is improvement within the limits set by the existing system. This improvement may be necessary and well worth achieving, but it should not be confused with that more radical change which only a change in the bases of society can effect in the educational system which is set up to perpetuate its ideals.

Just as the educational system of a community reflects the principles upon which that community is based, so will every part of the system be affected by their nature. The system itself, the types, numbers and inter-relationships of the schools, will all be determined by it. So, too, will the Codes of Regulations laid down for their control. The curricula of the various schools will reflect them; the methods in use will be dictated by them in the main. The theory and practice of discipline and freedom will be a function of the philosophy of the community. In fact, the aim of any society, which is the aim of its educational system, will be the determinant of what is good or evil, possible or impossible, within the limits of that system.

This means that when the minimal demands of children are under consideration it is essential that what is possible within the existing framework of society should be first discussed. It may be possible to meet some demands; it may be quite impossible to make provision for others. In these latter cases the educator has to choose whether he will fail to answer the demand of the children or engage in the task of so changing the bases of his and their society that all the demands can be satisfied. Much more real progress would take place, and many educational discussions be more fruitful, if it were more generally recognized that the work of the Teacher, the Organizer and the Administrator are all conditioned by the basic principles

of the society in which they work. To work for a change in all or some of these principles may be the essential and only practical step to educational progress.

We are concerned with the minimal demands of childhood on the community, and that means the minimal demands of *all* children. What the community holds to be of real value itself it will strive to transmit to the coming generations. If ever there was a time when the values of our community should be clearly and uncompromisingly expressed, it is now. It is to defend and maintain these values that we fight. It is in order to establish them here and elsewhere that we strive for victory. Yet we seem incapable of stating these aims clearly and take refuge in statements so vague as to be capable of interpretation in any number of ways. Alternatively we define our objective in a negative manner, as when we say we are fighting to overcome an evil thing. Such a statement has no positive value; it does not say what the new society is to be or upon what principles it is to be based. It raises many questions however. Where is that evil thing to be found? Is it restricted to one regime in one geographical area? Or is it universal in mankind as a whole? And with what weapons do we fight it? And do we use the same weapons *wherever* it is found?

This seeming inability to state the aims of the society which we visualize as developing after the war is detrimental to all planning of the steps which will be necessary if we are to win the peace. We realize now the grave danger into which we put ourselves because of our lack of preparedness when it was clear that the physical conflict was close upon us. We shall be in graver danger if we go into the still more difficult and dangerous days of peace, war weary and strained in mind, lacking in resilience, with no plans to guide our activities, and no principles in which to root them. It is for this reason that the present attempt to state the minimal demands of children is so well worth while. It is an attempt to look ahead and to chart the route along which educational advance must follow.

It has been said so frequently these last few years that man has conquered all nature—except himself. His increasing control over

material things and mechanical forces has given him the power to produce goods and services to an unlimited extent. But he continues to produce for profit and not for use. He is hag-ridden by fears and anxieties—caused on the one hand by economic circumstances and international crises without, and on the other by inability to control and stabilize his own nature. Each of these crises appears to be of increasing intensity and to affect more and more citizens for more and more of their lives. So society decays because of the lack of proper objectives and values, and with this decay comes uncertainty in educational objectives.

Yet there is a feeling abroad that the time is ripe for far-reaching changes in the framework of society. It is not possible here, nor is this the place, to argue what these changes should be. But if the task of discussing what children demand from the community is to be attempted it is necessary to indicate in general terms what men and women are demanding from the society of which they are part. In the most general terms there are two things—two basic principles upon which the post-war world must be constructed. They are :

- (1) There must be for every individual a background of security against which he can live his life.
- (2) There must be a field for 'adventure' and for 'creative activity', for this activity *is* the adventure we call 'life'.

The first of these means economic security for the individual and the community, and freedom from aggression for both. It means economic planning and production for use in the achievement of the true values of life, and not for profit. It means the abolition of status based upon wealth or position and a freeing of the mind from the burden of fears (and anxiety and competition for wealth and position) in order that values more proper to the potentialities of mankind may be determined, and a society constructed based on these values.

The second implies an environment in which there is scope for the development of those potentialities which make for the fuller, richer and more creative life of the individual, with the corresponding possibility that each indi-

vidual may render greater service to the community. It involves discipline and demands freedom. It is too often forgotten that there is a discipline of material things as well as one deriving from human beings. He who knows the qualities and properties of wood or stone or metal is disciplined by them. There are things he cannot do with them and does not attempt to do. But because of this discipline he is all the more free to deal with them according to their qualities. So, too, with the individual in the community. The more he knows of the potentialities and characteristics of his fellow men the more disciplined he is by his knowledge, but the more free he becomes in his relationships with them by virtue of it. Thus develops the discipline of communal life, and from this grows a truer sense of values and less dependence upon whims. This in its turn means more truth and less propaganda ; more education and less 'salesmanship'.

I believe that the implementing of these two general principles—the demand for the secure background to life, and the field of adventure which *is* life—is the basis upon which any new society must be founded if our present phrases mean anything at all ; and I believe that they are the basic principles upon which, and only upon which, the minimal demands of childhood can be genuinely provided. I believe that present-day society cannot satisfy those demands. It is impossible to do so until production for use and service replaces production for profit in the satisfaction of whims.

Can anything be done within the limits of existing society? Something, but nothing really radical. Slightly smaller classes here, some better equipment there, a slight extension of feeding, a few more clinics—but nothing vital, no implementing of those things which are necessary if there is to be a genuine charter of rights for all children. Always lurking round the corner are those who see in progressive educational theory and practice a threat at the existing order of society and who are prepared to maintain society even at the cost of some form of Totalitarianism. These see in every economic or political crisis a reason for 'economy' in the educational service. The removal of the causes of the crises would mean the removal of the ostensible reason for

opposing genuine educational advance. It is easier to fix the blame on circumstances beyond our control than on our own unwillingness to move forward.

To say that we *mean* it, when we state that there is to be a new order of society after the war may be a large assumption. Undoubtedly we mean it *now*. But it will require great courage, will and faith to mean it in the atmosphere of a mentally-fatigued post-war world, with a blizzard of economic and other crises howling about us. There will be the crisis occasioned by the change over from war conditions to post-war ones and, superimposed upon this, one brought about by a rapidly dwindling population. Yet if we don't mean to rebuild society and found it on principles permitting the achievement of our aim, the passing of this civilization will be mean and petty. We shall not even disappear as a society in a final blaze of glory, but we shall suffer the slow death of a community that is unable to take the steps towards its own regeneration. It is these facts that make the whole question so urgent and so vital to everyone.

In what follows it is assumed that the basic principles of society have been so changed that there is a background of security and a field of adventure for everyone—adults and children alike. A society so based implies the provision of certain services which alone can satisfy the minimal demands of all children. These have to be provided, not because to do so is a piece of 'good social work' or a 'charity', but because they are a satisfaction of the demands which children make justly upon the community of which they are a part.

(a) *A nutrition service*—by which is ensured that every child is completely nourished. This must be interpreted as meaning full-summed nourishment. It should be a positive service preventing mal-nourishment and not merely attempting to cure it when it has developed.

(b) *A preventative and remedial medical service*—For a time the remedial side of this service might remain the more important, but the objective is the prevention of defects and disease rather than their diagnosis and care.

(c) *A psychological service*—This would have several branches and would seek to remove the causes of emotional disturbances, to determine potentialities, and to devise means for their development.

(d) *An education service*—in the usual sense of the words. This would comprise schools so organized that there would be schools of suitable type and using appropriate methods for each age group and for the various types of ability.

(e) *An employment service*—This would take account of the physical and mental qualities of each child, and the demands of certain kinds of employment and attempt to adjust the one to the other.

(f) *A Youth service*—This would be a service which would develop out of the others. It would have many sides—educational, recreational and vocational.

(g) *An Adult service*—providing for all forms of adult interests and education.

These services are not to be viewed as isolated ones. Particularly must care be taken to ensure that all the factors in any child's development are considered. His physical strength, his educational development, his emotional development and his social growth are inextricably interwoven. He is not one child at home, another in school, another at the clinic, and yet another in the Juvenile Court. True, he may put on masks which make this appear to be so, but in essence and underneath the masks is the unitary child.

Assuming these services established on sound principles for the purpose of satisfying the demands of childhood, what *administrative changes* are necessary? It is much more than changes within the present administrative system. Changes in the system itself are essential. Some of the more urgent changes are set out below.

(a) *Changes in areas of educational administration*

Because this is such a controversy-provoking subject it is usually left undiscussed, and yet it is true to say that it is one of the questions which must have priority. At the present moment there are 316 Education Authorities in England and Wales ranging in size from the

THE WORLD TO-DAY

The OXFORD PAMPHLETS ON WORLD AFFAIRS (3d. net each), launched in July 1939, were designed to produce objective accounts of the problems which eventually led to the war, and of those which afterwards continued to arise. Each Pamphlet dealt with one main topic and was entrusted to an author, regarded as a specialist in his subject, who gave not his own views but the facts of the case. Of the 42 Pamphlets so far published over two and a half million copies have been sold, and translations have been made into many languages. A list will be sent on application.

But the length of the 3d. Pamphlet is limited to 32 pages, and there are many subjects, including some of those dealt with in the OXFORD PAMPHLETS, for which a longer treatment is desirable. To meet this need, a new series, THE WORLD TO-DAY, has been planned. Two volumes in this new series are to be published on 30th January.

(1) U.S.A.

An Outline of the Country, its People and Institutions. By D. W. BROGAN, Fellow of Peterhouse, Cambridge.

There is so much reported in the Press about America that sometimes we find ourselves ill-equipped to follow all we read. For example, how many Englishmen fully understand the system of American elections? In this brilliant and entertaining little volume, Professor Brogan not only answers many such questions, but gives a vivid picture of the American scene, of the people, their government and politics, their religions, Press, education, literature, theatre, sport, the cinema and social life.

(2) AMERICA'S ECONOMIC STRENGTH

By C. J. HITCH, Fellow of The Queen's College, Oxford.

This is a short account, in non-technical language, of the development and organization of America's economy, with special reference to its relation to the war in Europe. The importance of the United States as a producer of food, raw materials, industrial products, planes and munitions, is examined, and the financial and foreign trade position is described. The concluding chapters deal with the impact of the war on American industry and trade and with the extent to which American economic resources can supplement or complement those of the British Empire.

Each volume will be illustrated and priced at **2s. 6d.** net. Further volumes dealing with *The Foreign Policy of the U.S.A.*, *Latin America*, and *Canada* are in preparation.

Orders may be placed with any bookseller, but we should be glad to keep you informed of publication dates and particulars of later volumes.

OXFORD UNIVERSITY PRESS
Southfield House Oxford

West Riding of Yorkshire with an elementary school population of 155,000, Liverpool with one of 112,000, and Birmingham with 117,000, to the Soke of Peterborough (elementary school population 940), Tiverton (856), Mossley (1100) and Lewes (1113). (The L.C.C. is excluded in this comparison.) Some of these are County Authorities; the others are the County Boroughs, the non-County Boroughs, and some Urban Districts. Generally speaking, the Urban Districts and Boroughs control Elementary Education (which, of course, includes the new Senior Schools which the Hadow Committee claimed were a secondary form of education): the County Boroughs control both elementary and secondary education in their areas, while the Counties control Secondary Education in the County, exclusive of the areas of the County Boroughs situated within it, and Elementary Education in the County, exclusive of the areas of the County Boroughs, the non-County Boroughs and some Urban Districts within it. There are 46 Education Authorities in Lancashire, and 21 in the West Riding of Yorkshire. Of the former, 19 are authorities for both Higher and Elementary Education, and 27 authorities for Elementary Education only. For the West Riding, the corresponding figures are 11 and 10. No amount of co-operation can overcome such a state of affairs. It may help to lessen the incidence of some of the evils which arise from it, but which would not exist under any national scheme.

There has been too little discussion on what constitutes the most suitable area for administration. Some research was carried out by P.E.P. a few years ago, but a great deal more is urgently needed. Some people argue that the abolition of those authorities which are authorities for Elementary Education only (these are commonly known as Part III Authorities) would solve the difficulties. Others believe that the granting of powers for Higher Education to these same Authorities would be an effective solution of the problem. But no mere process of addition or subtraction of powers is going to provide the kind of solution without which further effective, planned reorganization of our educational system is impossible. Areas of educational organization

have to bear some relationship to population and the 'catchment' areas for various types of schools. No prejudices or local jealousies should be allowed to prevent this essential task from being carried out. It must, if we mean to replan at all, be the first plank in the programme of post-war educational reconstruction.

With areas of logical size, operating under a reasonable grant system, it would be possible to plan the whole educational resources of any area in a way which is impossible at present. The raising of the school-leaving age would be possible under conditions which would make its benefits clear to all thinking people. Each stage of education would be able to be allotted its proper span of years, and with this possibility questions of curriculum reform and teaching technique would become practical issues instead of academic debating exercises. Further, the questions of building and equipment would cease to be one of competition between types of schools under different authorities and become one of the suitability of the school and its equipment for the carrying out of its appropriate function.

This change in areas would mean a change in the bodies administering education. The area committee would be constituted of those interested in educational work, and it would be elected for the specific purpose of controlling education in the area. Such a body would take a wider and more serious view of their responsibilities than do some of the present education 'authorities'.

(b) A revision of the whole grant system

It is clear that a revision of educational areas will inevitably raise the question of the system under which grants are made to Authorities. The war has brought into existence a new form of grant, and it is to be hoped that this will mean a consideration of the whole position, and not a reversion to the old form when the war is over. The present system results in an inequality of educational provision in different areas. There is, it is true, a minimum below which the Board will not allow an area to fall, and also a maximum which it will not allow it to exceed. But the minimum is woefully low and the maximum hardly a peak, and in

THE ANGLO-SOVIET JOURNAL

The quarterly Journal of the S.C.R. containing articles and information on the scientific and cultural life of the U.S.S.R.

Edited by Dr. G. M. VEVERS

20 pages of illustrations. 2s. net. Annual Subs. 8s. post free.

Features of the **January** issue
NOW READY

The Development of Soviet Architecture in the U.S.S.R., by David Percival, A.R.I.B.A.

The Fight against Tuberculosis in the U.S.S.R., by D. A. Karpilovsky.

The Soviets in their Arctic, by James Fisher.
Western Byelorussia and Western Ukraine, by Beatrice King.

Poetry : V. I. Lenin, by V. Mayakovsky.

Notes and News :

Science.

Education.

Zoology.

Archaeology. Etc.

Subscription forms and full prospectus on application to :

LINDSAY DRUMMOND Ltd.

6/7 Buckingham Street, London, W.C.2.

between authorities vary widely. It is grossly unfair that the child born in the poor area should be penalized educationally because the Local Authority cannot provide good facilities because to do so would be to add another burden to people already burdened financially.

(c) *The system as a whole*

A revision of educational areas and a recasting of the grant system would make possible the planning of a complete system for the area in which reformed Public Schools would play their part. As has been indicated, the main lines of such a system begin to disclose themselves. Even without the challenge which the war makes to a national system, the need for a rational replanning of the educational system of the country has been long overdue. Broadly speaking, the main lines which development should follow have become clearer, but if there has been knowledge, action has lagged far behind. There is general agreement that the best possible Nursery-Infant School education should be available for all children from 2-7 ; that a system of primary or preparatory schools should cover

the years from 7-12 ; and that education from the age of 12 onwards should be secondary, varying in type but equal in status. Broadly speaking, this was the view expressed in the original Hadow Report—a report which in its *essentials* has never been implemented. It is true that many fine and well-equipped Modern (Senior) Schools have been put into operation. But the school-leaving age remains at 14, with the result that 11 must remain the transfer age from the Junior School. Neither at the latter nor at the modern (Senior) School have the pupils a sufficiently long school life to benefit adequately from the facilities offered. All elementary education remains a hurried forcing process in order that as much can be done as possible before, at 14 plus, the products are sent out into the world as educated fitly to be citizens of a democracy. It is forgotten that education needs something more than bustle ; leisure to browse and absorb is one of these additional needs.

(d) *The Status of Teachers*

So long as schools have status dependent upon the authority controlling them and the system of grants under which they are financed, it must inevitably be the case that teachers in the various types of schools will have different qualifications, salary and status. Why the well-trained Nursery School teacher should be paid less than any graduate in any Secondary School passes all understanding. It is true that the Training College course is not of the same length as the University course, but the reforms outlined above would bring with them a need for the revision of the whole of the teacher training problem, and this revision might best be met by a scheme which provided for a minimum professional qualification with further qualifications for specialists in various branches of the field. Only by some such scheme can a unified teaching profession be formed.

Many of the suggested extensions and reforms referred to in this article have been or will be dealt with in more detail by other contributors to this series. Together they constitute the means of satisfying minimum demands of children. In order that they may be implemented it is believed that society

must be based on the desire for security and the need for adventure. In order to bring them about, radical changes in the administration of the educational system are essential.

The appeal of the children has never been put more forcibly than by C. Day Lewis in *Magnetic Mountain* :

'What do we ask for, then ?
Not for pity's pence, nor pursy affluence,
Only to set up house again ;
Neither a coward's heaven—cessation of pain,
Nor a new world of sense,
But that we may be given the chance to be men.
For what, then, do we hope ?
Not longer sight at once but enlarged scope ;
Miraculous no seed or growth of soul, but soil
Cleared of weed, prepared for good.'

'Soil cleared of weed, prepared for good' ;
'That we may be given the chance to be men'.
There can be no simpler or better statement of the demands of childhood, security and adventure, than the one contained in those two sentences.

And the result ? Again Lewis expresses it for us in words that cannot be bettered :

'This is your day ; so turn, my comrades, turn
Like Infants' eyes like sunflowers to the light.'

Only in so far as in the midst of physical conflict and after it, we turn our own eyes to the light, shall we be able to look at our children unashamed.

School Needs of the 5 to 12-year-old

D. E. M. Gardner

**Head of the Infant and Junior Training Department,
City of Leeds Training College, Scarborough**

THE age group from five to 12 years is a very large one, and within it great development takes place, recognized in elementary education by the provision of two types of schools, the Infant School for children aged five to seven years and the Junior School for children aged seven to eleven years. It would be better if these breaks were made at eight and twelve years rather than at seven and eleven years. At seven years the child is not at his best physically ; he is still growing rapidly and has not completed the process of second dentition. In another year's time he will have settled down physically into the stage of later childhood and be ready for adapting himself to a change of school and teachers. Moreover, by then, all but the most backward children will have overcome the initial difficulties of learning to read, and that without undue pressure in the Infant School.

From five to seven years the children are active and energetic, but are less capable of sustained effort than the children of eight to twelve years. They have a keen interest in all things which closely concern their own lives. They are curious and eager to learn by means of first hand investigation and experiment. They are also eager questioners, and turn

naturally to adults for the information they cannot find out for themselves. Make-believe is still frequently used in the solution of intellectual and emotional problems, and in the early stages of Infant School education the criterion of reality is seldom applied. A five-year-old is satisfied with an engine which has little outward resemblance to a real one, and his drawings are symbolic rather than realistic. At this stage few children have any real interest in seeking information from books. They are too much concerned with their immediate environment and in acquiring new words and ideas through speech. They will listen eagerly to stories, but they still learn chiefly through play of many kinds, of which imaginative play is the most important. They also need rhythmic work and periods for rest.

Although there are some Infant Schools which feel no sense of pressure from the Junior School, it would be idle to deny that many Infant School teachers are distressed by the fear of promoting children before they have acquired a standard in reading and arithmetic which they know is too high for many children. They are also too frequently troubled by the size of their classes. Knowing that they will not have enough time to give to each child

when he is ready to learn reading they often try to make up for it by teaching him too early. This instruction for which he is not ready dulls the eager curiosity and enthusiasm of the five-year-old. One often finds that a most intelligent education through the child's spontaneous activity begun at three or four years of age is abruptly discontinued at five years, and the teachers, instead of watching for and following up the child's developing interests, turn their attention to the question of how to make an unsuitable educational diet as palatable as possible.

Left to his play interests, intelligently provided for and followed up, the child aged five to seven years gradually develops a keen interest in his environment, ever widening and deepening, during which he comes to feel the need of books. It has been found that at about the age of six plus for the majority of children (earlier for the gifted, later for the backward), an interest in learning to read begins, and it is at that time that the child learns with most profit and with least wasted time.

The Board of Education's Infant School Report says :

'The child should begin to learn the three R's when he wants to do so, whether he be three or six years of age.'

It does not, however, point out how very rarely the genuine desire would arise in a three-year-old, and it tactfully ignores the question of what is to happen to children whose desire to read would come considerably *later* than six years. In actual practice few Infant Schools dare to let their backward children wait later than six years, and the sense of confusion and failure which is to trouble many of them throughout their school life often begins in the early reading lessons. The normal and gifted children, however, are usually willing or eager to learn to read and to 'do sums' in the upper Infant School. Reading has a point when the child is beginning to want to know more than he can find out from direct experience. His growing sense of reality leads him to want more exact knowledge, and his growing love of skill and desire for independence make him willing to accept practice periods in formal work.

It is not only intellectual interests which

develop through play. The child achieves emotional stability, and he acquires a growing sense of companionship with other children. If only the classroom is large enough to allow it, small groups of children will come together and develop from day to day forms of imaginative play from which they learn many things and through which their sense of co-operation develops. If there is space for the things they make to be preserved, so that the play, instead of being cut off each day, can develop from day to day, the child has a far better opportunity for progress.

The greatest needs of children at the Infant School stage are space and materials for really creative play and enough individual attention from the teacher to enable them to progress at the rate which their stage of development requires.

This means that there is a most urgent need for smaller classes. No teacher can be expected to deal really satisfactorily with a class of more than thirty young children. At present, while classes in the Senior School may not exceed forty in number, in the Infant School they may legally reach fifty. This position is absurd. The young child requires more, not less individual attention than the older child, and mass-production methods, which are bad at any stage of education, do most harm of all at this early stage. Many gifted teachers who would like to enter elementary education are deterred by the thought of the large classes.

Despite all the difficulties, however, there are many Infant Schools doing fine work, and teachers who contrive with amazing skill to give all the children in their enormous classes some opportunity for creative work and individual expression, who courageously resist demands (if made by upper departments) for uniformity of standard in reading and arithmetic, who frequently spend their own money on materials that the requisition allowance cannot be made to cover, and their free time on helping individual children in difficulties.

Many Infant Schools, even under our present system, are very happy places of true education.

When we turn to the question of the Junior School, we are confronted at once by an additional handicap, that of the scholarship examination. Many Junior School teachers,

though equally hard working and devoted, are themselves very dissatisfied with the work they are able to do. The Junior Schools in the poorest districts are sometimes able to do the best work, because they know that the children's parents will not expect or even desire their children to take scholarships.

The 1931 Board of Education 'Primary School' Report gives a most enlightened exposition of the needs of the Junior School child and the type of curriculum suited to him, but between the advice given in this report and the practice of most Junior Schools there is a great gulf. Two quotations, considered in relation to the present type of Junior School, will serve to illustrate this.

'The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored.'

'The conception of the Primary School and its curriculum must not be falsified or distorted by any form of school test whether external or internal.'

What are the characteristics of children between the ages of seven plus and twelve? They are, if healthy, tremendously energetic and active. Though they love stories and will search out information from books, they are not as a rule very bookish, and an over intellectualised education is most unsuitable for them. They are, as the Primary Report puts it, 'little workmen looking out for jobs to do'. They have an enthusiasm for gaining physical skill, for making, doing and acting. They are taking a keener interest in each other and a more detailed interest in the world around them than they did before. From the immediate environment their interests are spreading to the causes of the things they see around them and to the doings of people outside their own home. They have a strong need for emotional expression in concrete form. They are not self conscious, and their art is bold and vigorous. Too often the opportunity for self expression is crowded out of the Junior School curriculum or given only to the most gifted children in school concerts and plays or musical and dramatic festivals. Large public performances are not desirable at this age, but far more opportunities for expressive and creative work

within the small community of the classroom are needed.

These children long for skill, for independence and for real achievement; they enjoy measuring their powers against those of others and will generally accept their criticism of their performances objectively. They like collecting and exchanging possessions. They are very willing to co-operate with each other in any creative work. They will work very hard to perfect their skill, even in what seem to us uninteresting tasks such as learning by heart. In handwork they will strive to achieve real success, but their criterion is one of workableness, not of finish.

They like hard work, but are wearied by what seems to them pointless work. They like to feel they are getting somewhere. This is probably why so many Junior Schools have introduced the team system. It provides an artificial motive for hard work and success. It over-stimulates the child's competitive impulses and blunts his growing capacity for co-operation and his awakening intellectual interests. If the work is creative the children will look upon each other as allies and not as opponents; in fact they are often surprisingly forbearing to the weaker brethren. In competitive team work a weak member arouses impatience.

At this age group work gives great pleasure, and children learn much from working together to make stories, plays, or concrete objects.

The Junior School child approaches knowledge as a whole, and specialist teaching is not desirable except in such cases as are raised by a teacher being unmusical or incapable of taking physical training. If specialists are required it is highly desirable that they should be extra full-time or part-time teachers. A system of exchanging teachers, if done on any but a very small scale, creates the necessity of specialising in a large number of subjects. Junior children should spend most of their time with their own teacher who knows all the plans and projects of the class, as well as the characteristics of individual children. This allows for a flexible time-table, which is another necessity.

It is time we squarely faced the fact that the scholarship examination is against the best

Some facts about the **BEACON ARITHMETIC**

The author is C. M. FLEMING, M.A., Ed.B., Ph.D., University of London Institute of Education, Formerly lecturer to the National Committee for the Training of Teachers, Training Centre, Glasgow.

The series covers the ground of junior school arithmetic, and consists of four books, each divided into two parts, a Teachers' Manual, and Question-Answer Cards for the basic combinations in addition, subtraction, multiplication and division. All the material is published with the exception of the two parts of Book Four, which are in active preparation.

Interesting features of the series are the scientific planning and practice of work on the 390 basic combinations to ensure their instant recognition; careful preparation of the pupil for the language of arithmetic; the happy balance of mechanical and problem practice; the adaptation of the course for individual and group work; the provision at the end of each chapter of the Pupils' Books of three types of test material for the pupil's own use, with additional diagnostic and survey tests in the Teachers' Manual.

The physical appearance of the Pupils' Books gives a new dignity and interest to arithmetic in the eyes of the pupil. Into their production publishers, printers and binders have put their best. The books are a delight to look at and a pleasure to handle. Four parts were included in *The Fifty Best Books of 1939*—an unusual honour for a school book.

The publishers will be glad to send full details of The Beacon Arithmetic or to forward to teachers copies of the Pupils' Books and Teachers' Manual on loan. Please write to them at Bridgeside Works, McDonald Road, Edinburgh.

GINN AND COMPANY LTD., LONDON

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

*Illustrated prospectuses gladly sent post free.***A. BROWN & SONS, LIMITED**
5 FARRINGDON AVENUE LONDON, E.C.4

interests of Junior School children. It is sometimes said that there is no need for teachers to let it dominate the Junior School curriculum. Authorities say that the examination is not to be coached for, but nevertheless a great deal of coaching is done, and it is hard to blame a teacher who knows that if she does not coach her children, they will not stand a chance against other children who have been coached. Competition between school and school is officially deplored, but as long as there are more children who want free places than there are places to accommodate them, competition is inevitable. An ambitious parent will seek out a school where a large number of scholarships are won, and the reputation of a school in the community tends to become dependent on a false criterion of success.

Concentration on the two scholarship subjects inevitably means that the child's attention must be focussed on the acquisition of skill apart from purpose, that his interests must be narrowed and his curiosity unsatisfied. He must learn in a way altogether foreign to his nature, and so become a passive rather than an active learner and thinker.

The only real cure for the present evil is that at twelve years *every* child shall be able to enjoy the best form of education that the state can provide, so that no parent can desire his child to enter one type of school rather than another.

Then we can begin really to consider what each child needs and train him so that, in Froebel's words, he may 'be at every stage what that stage demands'.

The gifted children and the backward children could then be fully considered. At

present both suffer. The gifted child's intellectual interests are not satisfied. He is made to confine his bright intelligence within the narrow limits of the scholarship subjects. He is often held back because the size of the class prevents teaching by individual methods. The backward child is in a still worse position. He is often dragged along at what is for him an impossible pace until he comes to expect failure and to dislike school. Some backward children will do anything to avoid going to school, and this can be a cause of delinquency or neurosis.

To summarize: the right of the child from five to twelve years is to have an education suited to his individual needs and capacities, with room to unfold his particular powers. This cannot be adequately done under our present conditions in elementary schools.

The most vital needs for reform are smaller classes, a more generous provision of space and material, and the abolition of the Junior Scholarship examination.

The necessity of training the right type of teacher is equally vital, but the growth of progressive schools will help this to come about. At present, in the training colleges theory and practice are apt to become divorced, especially in the case of teachers for the seven to eleven age group. There are a certain number of young teachers in the training colleges who would be capable of developing into suitable heads of enlightened Junior Schools if they could serve their apprenticeship and mature their experience in the right type of schools. As it is they are often wasted and their powers lost.

There are a great many Head Teachers of existing Junior Schools who would be happy to develop their schools on very different lines if relieved from the present pressure. To argue that it is no use improving the conditions, because of the incapacity of teachers to avail themselves of them, is equivalent to the familiar argument about keeping coals in the bath, of which we are getting a healthy contempt.

It is true that our present system has stultified some teachers, just as it has kept some other promising ones out of the Elementary Schools, but those teachers who are incapable of change

DU FRANCAIS? EN VOILA!

By E. G. Le Grand,
Bradford College.

A course about France and French children, motor-bikes, wireless, aeroplanes and a circus. Twelve-year-olds will clamour for the next instalment of the serial.

254 pp. Cloth boards, illustrated, 3/6

THE APPROACH TO LATIN

By J. Paterson and
E. G. Macnaughton.

Modern in interest, content and production; traditional in its thoroughness and the reliability of the foundations it lays.

Cloth boards, illustrated.

First Year (2nd Edition)	3/9
Second Year	4/-

THE HAPPY VENTURE READERS

By F. J. Schonell, Ph.D.

"... a graded pathway which makes it possible for an intelligent child with very little assistance to acquire reading skill by his own efforts."—*Child Education*.

Preparatory Reading Cards	1/6	Book II	1/5
Introductory Book	10d.	Book III	1/8
Book I	1/-	Book IV	2/-

The Essential Intelligence Test

For Pupils Ages 7+ to 12+

Prepared by F. J. Schonell, Ph.D., and
R. H. Adams, B.Sc.

The Schonell Diagnostic English Tests

Prepared by F. Eleanor Schonell, B.A.
For Pupils 9+ to 14+

The Schonell Diagnostic Arithmetic Tests

By F. J. Schonell, Ph.D.
Set of 12 Tests for Ages 7 to 13

Diagnosis of Individual Difficulties in Arithmetic

By F. J. Schonell, Ph.D.
Price 3/-

*Detailed particulars and inspection copies of all the
above books and tests may be had on application.*

TWEEDDALE COURT
EDINBURGH

will gradually pass out of the schools and be replaced by a younger generation.

Meanwhile we are fortunate in having many enterprising and dissatisfied teachers with us in the schools.

We may have to go through a difficult period of transition when the old standards are lost before the new ones are fully clarified, but the existence of teachers trained under the old system who are willing to adventure and

experiment will safeguard us from too sudden a revolution. Such teachers are invaluable, because they contribute to the newer methods the careful watching, assessing and checking up of results which is a good feature of the older practice.

Given enough of such teachers to rise to new opportunities we may have evolution rather than revolution which will be happier and healthier for the children.

School Needs of the 12 to 16-year-old

Marion Milner

**Author of 'The Human Problem in Schools';
Visiting Psychologist to the Girls' Public Day
School Trust and other schools**

THE essential fact about adolescence is that it is a transition period. All who are interested in education know much about its external characteristics: its moods, doubts, enthusiasms, sudden spurts of new power. One could fill a whole book describing what adolescents require in their surroundings, but there is one particular need that seems to me fundamental. I am going to try to make clear its nature and then see how the other requirements fall into place around it. It is the adolescent's need for help in coming to recognize facts with his or her own eyes.

What is the difference between an adult and a child, from the point of view of the community? Surely the difference is one of independence. An adult is expected to be responsible for himself. He is expected to be capable of making his own decisions in the fundamental issues of living; choice of job, friends, recreations, where and how he will live, choice of mate. Also he is expected to be capable of earning his own living. The adolescent is faced then with the task of achieving the transition from dependence on others, both for the money he needs and the greater number of decisions as to what is best for his welfare, to depending on himself for these things. And for many this transition must be made in a very short time; almost before they have become used to the physical changes in themselves, and long before they have stopped growing, they must be facing the ordeal of an interview for their first job.

How do we try to help them make this transition during their school years? We try to teach them the main skills necessary for civilized life; we try to teach them how to control their bodies, through games and physical exercises, how to communicate with others through speech, writing, reading, music, art; how to argue and deduce and arrange given facts. We also try to teach them skills of emotional control, how to wait for one's turn, take no more than one's fair share, accept drudgery and the fact of one's own mistakes. In addition to skills we try to teach facts about the world in which they are to live, geography, history, physics, chemistry, and so on. We do all this in order that they may be able to respond appropriately in whatever situation they may happen to be and not entirely lose their heads when faced with the demands of adult life. But there seems to be one great gap in this plan. For you may have all the skills and knowledge in the curriculum safely stored up inside you, and yet not be able to use them, if you are not also practised in recognizing what is an appropriate situation. But our educational method, speaking broadly, does not give practice in this recognition; it pays far more attention to the manipulation of facts already known than to the ways of gathering them from the raw material of immediate experience. We are taught to think more or less clearly about 'given' facts; we can often solve quite competently the problems that are presented to us,

but we know much less about seeing what the problem is for ourselves. And yet it is the person capable of seeing the real nature of a problem that is most in demand in the adult world.

Probably some sense of the existence of this gap has all the time been in the minds of those who shaped our educational system. For it seems that schools try to bridge it with information, in the hope that if children know a lot of facts about the world, history, geography, physics, and so on, they will be better able to recognize fact as it is experienced. Unfortunately this does not follow, for what is given them for discussion is predigested fact, not the welter of feelings and sights and sounds which make up the raw experience of fact for each one of us at any particular moment.

The difficulties of learning to recognize and manage the raw experience of fact are, of course, immense. For the present reality of 'now' in which each of us lives is a reality of process, not of static entities; as such it can be very disruptive of preconceived ideas of order, whether in the class-room or in the tidy divisions of the time-table into separate 'subjects'. And yet it is this welter of raw experience that the child must learn to face and to manage if he is to become adult in the true sense of the word. Particularly must he learn to face the raw experience of feeling and desire if he is ever to become capable of arranging his own life.

Recent psychological research has shown that the difficulties of learning how to manage the raw experience of fact are not only organizational, but also deeply psychological. I will try to give a brief summary of these discoveries.

Study of the make-believe play of very young children has shown that they feel their thoughts to be omnipotent. Because they cannot yet know the difference between thoughts and things, to imagine something is as good, or as bad, as to have done it. Thus the angers that a tiny child feels at necessary adult prohibitions, and at not having what he wants, seem to be felt by him as destroying *acts*. He feels he has actually hurt the person he wished to hurt, hurt as destroyingly and furiously as his rage was furious; thus one of the child's greatest fears seems to be of destroying, by his angers,

naughtinesses, greeds, those on whom he is dependent, also of being himself injured or destroyed as a punishment. So when children are 'difficult' it seems to be very largely because they have not sufficient belief in something good both inside them and outside them to counteract and control these destructive impulses. For instance, one often finds children of mediocre ability who refuse to try in their school work, especially if they have been competing with children of superior abilities; it seems that they will not try because the expected failure would mean losing all belief in themselves, all belief in a goodness inside them, and this would be intolerable, much worse than the continual scoldings they get for not working. For it seems that there is a vital need in all of us to save something good from the destructiveness of our primitive instincts, from the rage and greed and sense of helplessness of infancy, feelings that are revived particularly in adolescence, because of the uprush of new desires and passionate feelings that come with the sexual maturing of the body. The earlier psychologists talked of an instinctive need for self-glorification, both in individuals and the group, an instinct which makes us defend our own or our group's opinions and ways of doing things simply because they are ours. Thus an adolescent girl, when asked for ideas about how the school might be improved, said indignantly: 'Fancy anyone suggesting anything different in *my* school!' The newer psychology goes deeper and shows this violent partisanship as the result of a vital need to try to defend and keep safe that which helps us to be good, that which protects us against our own destructive impulses. So when you get the violent 'crushes' of adolescence, the passionate insistence that the adored one is perfect, it is because of the intense need of having something good to believe in to offset the awful feelings of upsurging emotion. And what is particularly interesting for the educationist is the progression shown in the kind of good thing believed in at various ages: at three years it may be the possession of a beloved teddy bear that gives the reassurance needed; at ten years it may be being admitted into a gang; at thirteen years a smile from someone who is adored; at

sixteen years pride in having written a good essay. In general the progression seems to be from things to processes, at first it is largely possessing concrete objects that make one feel oneself to be a good person ; hence the young child's tremendous excitement over Christmas presents ; but with the final stage, if development has been lucky, there comes the belief in one's own psychic processes as such.

These observations suggest certain important reasons why it is so difficult to face the raw experience of fact. For the 'now' of any situation always includes, to a greater or lesser extent, according to the nature of the problem, the fact of our own feelings and desires ; but in adolescence especially there are grave doubts whether these facts may not be too dangerous and best dealt with by denial. And yet they cannot be so dealt with, if only because the question of vocational choice is always looming ahead.

The difficulties of introducing more study of first-hand experience into the class room seems to be more psychological than practical (or at least the practical difficulties may not be as great as they seem*). For the psychological difficulties are not in the pupil only ; there are fears both in the teacher and the parent to be taken into account. Thus the teacher may be afraid of what may emerge as direct experience. For instance, when regular meetings were held in a form to discuss discipline problems with the children, one teacher said : 'It became quite impossible because the children said such awful things about members of the staff.' Actually, there have been many suggestions put forward by the Board of Education for improved methods of class teaching, but it has been said that these suggestions require a new type of teacher. I think it is unfair to put so much of the blame for the present state of affairs on the teacher ; we are all responsible. It has been said that an education system cannot do more than reflect the philosophy of the community it serves ; does not this mean

that our over-academic education in which experience is dealt with mainly at second hand reflects the whole community's fear of experience as process? Take, for instance, the frequent tendency of parents to insist on an academic Secondary School education when a Technical School would perhaps be far more suited to their child's abilities ; take the tendency of Primary School teachers to sacrifice the many to the requirements of the few for scholarships to the Secondary School ; take the over-emphasis on the value of a black-coated profession which many educators deplore. It is no good talking about the needs of children apart from the needs of the community. So we have the problem of parents' anxiety about the goodness of their children, similar to the children's anxiety about themselves ; they often want their children's successes to make up for their own failures and doubts ; they often want to win reassurance of their own goodness through their children's examination successes and ability to enter black-coated occupations. Often there are perhaps 'good' economic reasons why such occupations are preferred, but underneath there is, I think, a psychological reason, for black-coated work is felt to be farther from new experience, and thus safer—safer than doing things with one's hands and one's whole body and perhaps getting dirty in the process.

Achieving success in examinations is certainly an important way by which boys and girls can come to believe in themselves. And not only the parents and pupils, but also the teachers have their need for reassurance of their own worth ; and for them the examination results are also a help, although often spoken of as a bogey ; they are a tangible sign of their own industry and persistence and skill. So they often use this bogey to ward off any suggested change in teaching methods, in spite of the fact that nearly everyone is agreed that its power as a dictator of educational method should be strictly limited. One head master has defended the present importance attached to examinations on the grounds that they are the representative of the outer world, they are a continual reminder of the hard realities of economic struggle that the pupil will eventually have to face. Is not such an observation in

* For instance, one educator has begun his English course in the following way :¹ a boy is asked to carry out some simple statement in dumb show, then the whole class has to write down their own interpretations of what he has been doing. From such a simple beginning can grow the direct experience of differences of opinion, error, observation, communication, judgment ; in fact, familiarity with the experience of using one's head about what one has seen with one's own eyes.

¹ A.L. Gordon Mackay *Experiments in Educational Self-Government*, Allen and Unwin, London, 1931.

itself a criticism of the present system, an admission that class-room teaching is so cut off from reality that it is necessary to have this artificial reminder of an external evil forever hanging over the heads of pupils and teachers alike?

Reassurance for the parents so that they can play their essential part in educational reform means more contact between them and the schools; it means, in fact, a definite policy of parent education. Reassurance for the teachers means, amongst other things, a change in

Training College education, perhaps mainly a continual determination to keep before the students' eyes the basic aim of education. But if they are to help the child to intelligent recognition of the ever present 'now' of experience, they need the same help for themselves. And the basing of education on first-hand experience need not wait till there is money enough for expensive workshops and laboratories. It is much more a question of ability to face whatever facts may be occurring under one's own nose.

Play Centres

Marjorie Reeves

'AND the streets of the city shall be full of boys and girls playing.' The literal-minded educationist is apt to retort: 'They should not be playing in the streets.' But he misses the full meaning of the vision. For children's play is truly the saving health of the nations. If we grapple valiantly now with grim and humourless circumstance, it is because we once wandered in well-loved paths of play, and the small creatures skipping in and out among us, intent on delightful business, give into our hands a clue that leads us back through the labyrinth of affairs to the springs of our life. We cannot do without the pattern which children make among us in play.

If children's play is for the healing of the community, then children have a right to ask of the community the raw materials for play. To them it is so important. Play is not a space in which nothing vital is happening because 'Education' has stopped. To children it is the kernel of life, and to the community it should be almost the most important part of education. True education, of course, goes on the whole time, but for a child some of the most significant moments of living are those in which he devises his own plays, creates his own worlds, makes his free response to the persons and the materials in his environment. In lesson-time his response is guided or even organized; in play he leaps upon a world which is often unaware of his advent, and speedily, out of the materials to hand, creates a society and a world of his own.

Tutor in History, Society of Oxford Home Students

Where he finds his playmates and playthings, and what he does with them, is of supreme importance to the community. For he is so made that he must respond to something, and if we do not help him to discover satisfying materials and a worthy society, he will let loose his energies on anything which lies to hand, may be in the gutter. The gutter, admittedly, has great fascinations, but its broken bits and hard limitations cannot give 'a rich and satisfying experience'; it leads to destructiveness, and after a while the restless energies of the gutter-players drive them to seek other materials on which to get their hands. They usually get them on each other, and whereas the gutter is stubborn and unyielding to kick, one's fellows provide far more satisfying material to handle. Children quarrelling and scuffling and destroying in the streets are being starved by the community of adequate raw materials for play, and the community reaps its reward in the strife of adult life. The prophet saw children playing as a mark of the true city; children quarrelling in the streets are a mark of the hard, materialistic city that is false in its values because it neglects the things of imagination and of love.

What are the basic needs of children in play and what values can be experienced through play? On these we must found our play-centre policy. First, children need the fundamental satisfaction of playing with elemental things—sand, earth, water, clay—and with natural

materials like wood. No man-made alluring toy can take the place of mud-pies in which you wriggle your toes with exquisite pleasure, or the infinite possibilities of water, or clay to shape or wood to saw. A civilization which denies children these things has no true foundation. If our town children must live on unyielding pavements, all the more must we give them good earth to dig in, and fill their hands with materials that are good to feel.

Secondly, children need an environment which is rich in possibility and suggestion, drawing from them the joyful response to the imagination. To seize on what lies to hand and out of it to improvise, devise, imagine till the slender resources sustain a whole castle of the spirit—this is the essence of play. A small girl, sitting amid odd bits of wood, leaps up crying, 'I know, I shall make a stool from this square bit and cut this stick (old broom-handle) into four legs'; one boy takes the bricks, the other the farm animals, and in a moment they are penning them up in a farmyard; the little girl finds hat, scarf, and handbag in the dressing-up box and bustles off to do the family shopping, whilst another announces that she is making baby a 'Scotch skirt' from this bit of plaid. These everyday play scenes are of infinite significance in the growth of the spirit. Every time a child sees creative possibilities in materials, makes a jump of imagination, invents a use for something or improvises a requirement, he is learning to leap in spirit. This adventuring of the imagination is almost the most highly human activity and the source of the best things in our civilization.

Thirdly, children need the experience of complete absorption. Every hour in which a child is absorbed in a satisfying activity, carried clean out of himself, helps to build him up as a healthy person. Effort, the concentration of every power on a self-chosen job, goes with absorption. A child of four concentrating on the immense task of hitting a nail right down, or, later, discovering where the typewriter-spool wheels must go to make the machine run; an eleven-year-old absorbed on the ticklish job of covering the cracks in an orange-box dolls' house—these are sights good to watch because they show in embryo that single-minded of spirit which makes great deeds. Balancing

concentration, children need effort and aimlessness. The child drops the hammer and wanders off. He can do this because play is free and no duty binds him. The adult cannot live life quite on these terms, but the ability to be aimless—a quality which he must carry with him from childhood—is still his salvation.

Lastly, children need the experience of spontaneous social relationships. They trickle into the playroom, make towards desired materials, and in a twinkling groups are formed—a full-blown family here, two architects there, a group laying out a new world on the floor, and a solitary four-year-old dragging a cart around. Leaders emerge: one is too bossy and gets snubbed, but a *modus vivendi* is rapidly achieved. Two groups clash, and a commission must draw the frontier more firmly. All kinds of social duties force themselves on the children—the necessity of sharing tools, of respecting each others' handiwork, or bringing the younger ones into the play. Given space, satisfying materials, and a wise leader, quarrels are few, but the essence of the play is that the children manage their own social affairs, and the interactions of persons within the group are real and spontaneous.

From this study of values in children's play two principles emerge which should determine play-centre policy for those under fourteen. One is that we have to provide, not ready-made amusement in the form of complete toys or people who will organize play, but the raw materials of spontaneous play materials which are satisfying, suggestive, absorbing. This means in terms of equipment, thinking first of activities and then of appropriate materials—basic materials to handle, things for improvisation (cardboard, string, waste materials); toys not over-complete but suggestive to the imagination; odd, unorthodox things for which children will find a use. In terms of leaders, it means people who will not organize and dominate but become friendly pieces of furniture, ready to watch, to help, and to co-operate.

The second is that we should give children natural materials and simple toys rather than the elaborate, expensive toys which degrade real play. Play is rapidly becoming commercialized through the efforts of the toy industry, and it would be tragic if we aggravated

the tendency to assume that you cannot play without ready-made toys, by assuming that you cannot have a good play-centre without expensive equipment. We must not let the materialistic outlook creep into our policy, vulgarizing play by over-lavish provision, and stifling its spirit in the multitude of things. One big, well-appointed dolls' bed will be dearly loved, but shoe-boxes will make other beds. Play-centre materials must satisfy in variety, quality, and quantity, but money can never measure this satisfaction.

We are now in a position to lay down some points in a play-centre's policy :

(1) Play-centres should be established in all urban districts, and, at least, in large villages. These are most needed for the ages five to fourteen, and under normal circumstances should be open after afternoon school, closing in the evening according to age, on Saturdays and possibly Sundays. These centres must be small. The policy of having large recreational centres for a hundred or more children, unless skilfully manipulated, tends to create a mob in which all the finer possibilities of creative activity and social training are lost. You cannot mass-produce true play. The true unit is a group of between 15 and 30, varying in age range within limits, so that the children get a family experience of playing in a mixed age group. The under-eights make one group, and the over-eights may be subdivided or not at will. The main problem is sufficient accommodation for many small groups. The school is an obvious centre. It is most right that the school should become a place of free as well as organized activities, for this will help the adolescent to accept the idea of the school as a cultural centre for further education and enjoyment. But play-groups need not be tied down to any orthodox type of room. They may meet in church halls, converted barns, private houses, and so forth. If the community saw more fully the need for play accommodation would be forthcoming. The one essential is storage room for equipment. If schools are used, this must be found in addition to the overloaded school space.

(2) The play-centres must be equipped and led by people with imagination and the right sense of values. These are to be found on both

sides of the line we call professional, and no rule about not mixing 'professional' and 'voluntary' workers should hinder getting the right people. Some centres might well be 'official', others 'voluntary', with necessary financial adjustments. Probably one or two full-time supervisors and trainers would be needed for a district. To every group there should be several helpers.

(3) The local community as a whole should take responsibility for its play-centres. The community *must* recognize that it is the real educator of its children, and that its responsibility cannot be wholly shipped on to the professional teacher. Providing communally for children's play gives splendid opportunity for shouldering this responsibility. Leaders and helpers should be drawn from all classes, thus giving children varied contact with people doing different jobs. The experience as helper would be valuable to many young girls of 16 to 18. Equipment should be given and made as well as bought out of rates. Indeed, if the community would discharge its obligation in time, effort, and thought, surprisingly little money would be spent and the value would be far greater than that of huge sums spent by a remote committee. Parents' clubs can make equipment (and go with much satisfaction to watch 'our play-centre'). Incidentally, they can get talks on child-study and help in observing children properly. Local carpenters and other skilled workmen can wax 'enthusiastic' over furniture-making, etc., and older boys and girls' clubs will make toys with a will. Thus the community can learn something of its educational responsibility.

(4) In towns a central store for the collection and allocation of equipment would be good. To this all play-groups, voluntary or official, could apply. Here advice on varieties of activities and material could be given and short training courses held. For the right kind of volunteer these latter could be very effective. Such activities as drama, music, art, and some crafts need special handling. Without over-emphasizing the technical aspect, or isolating these from other activities, a group of 'experts' could very well be gathered who would teach any play-group. This might lead naturally to the formation of more specialized groups for further teaching.

(5) Although free play has been stressed as the most important thing, organized activities, and especially organized games, will have their place. The proportion of free to organized play will vary greatly, but on the whole organized games should probably not be as important as they are to-day. Playing fields, good and necessary as they are, should be recognized as having limitations. Many children need, not neat, flat stretches of grass, but jungly places with trees and streams for their own Red Indian games. We must go for a new imaginative kind of park, rather than 'more playing fields'.

(6) There should be no hard and fast dividing line at 14, but as he needs different activities, the adolescent should find his own place in a new type of group. If the play-centre has been spontaneous he may the more willingly pursue some of his interests further. If both the new and the old groups meet in the school, or the community centre, a natural bridge-over is made as he passes from keen play to more serious hobbies and pursuits.

The community must provide opportunity for play; it must do no more. For play must always be free.

Medical Services and Food Centres—II

M. Blackwood, J. E. Marshall **Assistant Medical Officers of Health in a Yorkshire city borough**

VARIOUS factors with which we are not concerned in this article have led to a realization that children are important people in the community, and, as such, have rights and values. Teaching in pædiatrics is now part of the medical student's course to replace the provision of a course called 'Diseases of Children', and a Professorship of Child Life and Health has existed in at least one large medical school for the last seven years, thus showing the change of attitude of the teaching schools of medicine to the child. Knowledge of development and nutrition is always increasing, and this leads to a growing realization by the medical profession that the normal health of the community is their responsibility.

Healthy parents, an undamaged start in life, and a stable and satisfactory environment are surely every child's right, that of the third and fourth equally with that of the first in any family, the environment including good and sufficient food, warmth, shelter, pure air, and protection from disease.

The responsibility of providing for these needs, which are intimately related to the well-being of the community as a whole, rests with the local authorities of each administrative unit of the country, who have the right to provide the utility and health services required. The Ministry of Health, by recommendations to the local authorities, from time to time, and by financial aid, urges a minimum standard.

Provision of the public utility services is compulsory on the local authority, so that throughout the country there are safe pure water supplies and efficient sewerage disposal schemes. Perhaps we are apt to take these services for granted because of their efficiency, though in fact they are maintained by the continual efforts of sanitary inspectors and other workers in the public health service and responsibility for their care rests with members of the medical profession who are medical officers of health. To ensure that the milk produced and supplied in his area is safe is part of the medical officer's work, and, as milk is the main part of the children's diet till they are one year old, its cleanliness cannot be over valued. Safeguarding of meat, butter, bread, and fish, and of many other kinds of food, by inspections, investigations, and insistence on standards adopted by the whole country are a vital necessity to growing children.

No compulsion exists regarding the provision of public health services, however, so the variations between those in each area is very great. The most recent extensions of the services are preventive in nature, owing to the increasing realization that disease does not develop in a healthy organism. Our safe water supply, our scheme of immunization against diphtheria, and our care of cases of infectious diseases are part of this wide service.

Let us first consider as briefly as possible the

services as provided by a *progressive* county borough, where there is a large measure of unity of control of the health services.

The work of doctor and nurse at pre- and post-natal clinics was described by Dr. Flora Shepherd in the last issue. In this borough the same doctor and health visitor examine the children in the schools, when they enter school, at 8 years, at 11-12 years, and when they leave; parents are asked to attend these examinations. At least twice a year the doctor makes a nutrition survey of each school, preferably by visiting each classroom during school hours, when any undernourished or otherwise abnormal children found are referred for later investigation and supervision at the clinic. During this survey there is an extremely valuable opportunity for class teachers and doctors to exchange information regarding the children under their care.

Where toddlers are encouraged to attend a clinic they readily respond to the invitation. Mother and doctor meet again at the child's two subsequent routine examinations, but in addition to this she knows that there is a regular weekly school clinic where she may bring the child who is 'not getting on as he should'. The teacher may send the child along to this clinic, where his scraped knees, warts, and cut fingers are dealt with by a nurse attending daily to dress these minor ailments; the children quickly learn to come straight to the clinic with these small injuries.

Children requiring specialist services are sent by the assistant medical officers to the specialist concerned, who consults at the central clinic once a week or so, as required. The specialist recommends treatment to be carried out at the clinic by the nurse, or sends the child into the municipal hospital provided by the local authority, for operation or investigation, or to the orthopaedic hospital partly maintained by the county borough. In the orthopaedic department of the clinic, massage, exercises, splinting, and irradiation can be carried out, at his instructions, by the orthopaedic nurse, who works full time at the clinic. In each case ear, nose and throat, eye, orthopaedic and skin specialists, who attend the clinic regularly, carry out or supervise the treatment they order. This also applies to the

work of the full-time dental department of the clinic. Cases of tuberculosis and venereal disease attend their respective treatment centres, which are administered by the public health staff. Recently a routine survey of the hearing of school children by audiometer tests has been initiated.

The child guidance clinic established by this local authority, as in the case of the other medical services offered to the children, is shared by the education and maternity and child welfare departments, so the same unity occurs here also. It seems probable that many public health authorities now realize that the medical services should deal with more than purely physical defects.

Nutritional defects can be dealt with by provision of malt, vitamin, and iron preparations at cost price by the sales room of the clinic, and by the supply of one pint of milk or its equivalent of dried milk at 2d. per pint or free to expectant and nursing mothers and children under five; for those over five milk is available at school. Dinners are provided at a certain number of dining centres for a small proportion of the school population. Sunlight treatment is carried out in the orthopaedic department.

At the central clinic all school and special defect records are kept, and also those baby and maternity clinic records from clinics which are held there. These are available at any time. Meeting between different members of the staff is easy. The clinic is always available and always there, which gives it a definite place in the lives of those people who use it, more especially the mothers, whose health is so intimately related to that of their children. The stimulation of their interest is afforded by contact with the staff and with other parents; notes are compared, other children's progress is contrasted with that of their own, and their self respect and importance increased by the attention paid to them. Parents are learning to appreciate higher standards of health and how to keep themselves and their children healthy, through their relationships with the doctors and nurses.

Just as the family is the significant social and economic unit of society in this country, so its claim, as a unit, on the medical services should be considered. The child's health and happiness

depend so much on his home, on the provisions there of wise and sufficient feeding, on the health of his mother and father, brothers and sisters, and on room to grow and rest.

A system of family allowances paid to the mothers would raise their status and conditions of work, and end the anomalous position whereby the unemployed man receives an income in proportion to the size of his family, which in most cases the working man does not.

Domiciliary medical care in this country is provided by the general practitioner only, (except in a few areas served by dispensaries) so that the families of insured workers often have to make their own arrangements for medical care and pay for it. In practice this means that the overworked private doctor attends a great many patients free or for a very small fee, as he knows that with the extra cost of illness they cannot afford to pay him. It also means that numbers of mothers and children do not get proper medical care, as they are reluctant to ask for a service for which they cannot pay, or only by diverting the money needed to buy food.

Adequate medical supervision and treatment is therefore not available for children in many areas, and, equally important, there is an almost complete failure to supply a medical service planned for the family as a whole recognizing their demands as those of a unit.

A start might be made with the present Public Assistance medical scheme which provides medical care for families on relief. The Local Government Act of 1929 provided for the absorption of the Poor Law medical services within the public health service. In practice, however, the domiciliary part of this service is generally administered by the Public Assistance Committee of the local authority, although the Poor Law hospital treatment is now being administered by the Medical Officer of Health in the municipal hospitals. If the doctors who treat families on relief were members of the public health service, as would be the case if the Medical Officer of Health administered this branch of medical care, a considerable measure of co-ordination with the municipal hospital service would be effected, and also the stigma of conforming to a certain course of action because of being 'on relief'

would be removed. This has already resulted from the creation of municipal hospitals out of the Poor Law hospitals of the past. Mothers, who often know intuitively when something is wrong with their children, would not hesitate to seek medical advice and care; for example, an attack of rheumatism would not so often pass untreated because treatment was unsought.

189,165 school children were classified as suffering from malnutrition in 1938, a minimal estimate, indicating that the available services are still inadequate. In spite of care by routine examinations and advice and specialist treatment of children in one area, from their birth to fourteen years, disease of the ear is, at present, about as prevalent in those children leaving school as among those entering, because they are maintained throughout their school life in a state of undernourishment resulting in a chronic catarrh which cannot be cured by operations and drugs alone.

Malnutrition, therefore, defeats the ends of even the best services. When an adequate clinic with facilities described does not exist, or exists only in part, for example, with no provision for orthopaedic or dental treatment, the services available for children in that area are grossly inadequate.

The chief School Medical Officer of each local authority administers the school medical service, which was established by the Board of Education and is under their control. The maternity and child welfare service began much later and is administered by the Medical Officer of Health. These two services continued independent courses for some time, but are now united in one scheme (as already illustrated) by progressive local authorities. In many cases this is not yet effected, so that the assistant school doctors are occupied exclusively with school medical work, assistant maternity and child welfare doctors with this branch of work, in some cases there are even nurses whose work is distributed in the same way. The disadvantages outweigh any benefits resulting from this practice.

Perhaps the failure to realize that the child is part of a family unit, and that the medical services have to deal with him as such, has played some part in producing the incomplete service of this country.

Book Reviews

The Factors of the Mind, by Cyril Burt, M.A., D.Sc. (London University Press, £1 1s.)

Professor Burt's book on factor analysis is a very different structure from any hitherto published on this subject; its wide reading, its mathematical erudition, its fine grasp of other sciences besides psychology, makes of it an inspiring, almost a breathless, piece of work. It is safe to say that no more learned a study has appeared in recent years in any branch of psychology. Yet the book is as readable as a novel, and requires no great factor or mathematical knowledge for its proper understanding. It is a treatise on factors, their essential nature, and the techniques employed in studying them, written in a free, almost discursive manner which makes deep learning seem to be an everyday affair, the common property of Burt and his readers alike.

The book is concerned with three main topics, first with the nature of factor analysis as a general method of scientific inquiry, second with the nature of factorial techniques, and thirdly with a controversy, which seems to be between Professor Burt and some of my own notes and publications. Running through the book is an account of Burt's contributions to factor analysis, commencing in 1909 and continuing ever since, ending for the moment in this avalanche of brilliant mastery of the whole topic.

Among the many important contributions in this book, three are of special interest. One shows how closely modern mathematical physics and factor analysis are hand-in-hand: it is a great moment in psychology (one about which Professor Burt is too modest) to find that it speaks the same language as this great branch of science, and that it has done this out of its own mouth, quite independently of mathematical physics. I hope that this great moment will be fittingly observed by the Royal Society and the general body of scientists in this country. Another contribution which may have far-reaching consequences is Burt's interpretation of the factor universe in relativistic, dynamic terms; and another is his synthesis of all the seemingly divergent factor 'schools' into one coherent body of factor mathematics. I must leave it to the warmth of my language to indicate something of the debt that we owe to Professor Burt for notable additions such as these, given so uniquely and single-mindedly to factor analysis.

There are, nevertheless, one or two major issues which require critical review. We have in this book all that modern mathematics can give, and much of the paraphernalia of logic and philosophy, all manners of distinctions, definitions, and exact terminology—and yet something is lacking in the matter of essential insight into the relationship between a mathematical discipline and a science. I take it that modern mathematical physics bears intimate relationships with a massive body of experiment and fact; there is no such body underneath the swollen head of mathematical factor

psychology. Professor Burt is so remiss in this matter that he seeks to throw overboard the Spearman theory of two factors, and to replace it by his own theory of *four* factors. The two theories are not comparable; for whereas Spearman's is a psychological theory about intelligence, and is indeed a statement of a law about randomized tests, as coherent in its own way as is the law of gravitation, Burt's so-called theory is merely a logical affair, a matter of cataloguing. The same dominance of classification, the old sin of pseudo-scientific psychology, is to be seen in Burt's treatment of Q-technique; he has, for example, overlooked the essential features of my Q-technique performance test. In short, in spite of the emphatic warnings that Burt himself gives to his readers, he himself allows logic to swallow the true purpose of factor work, which I presume to be the *representation* of psychological hypotheses, and not the mere *description* of facts. In the matter of logic Burt is like his old master, McDougall. We should compare, for example, McDougall's notion of a parental instinct (with its purely classificatory significance) with Deutsch's psycho-analytical treatment of matters pertaining to childbirth; the two approaches to the same topic are vastly different. So, too, Professor Burt's great mind, which is giving incomparable contributions to our science, makes him insist upon the purely classificatory significance of factors and thereby loses for him another crown that he could so fittingly take—the development of a factor psychology which is not just a matter of logic and classification. However, these are matters for the future.

Wm. Stephenson

Religion in School : A Study in Method and Outlook, by G. L. Heawood, Headmaster of Cheltenham Grammar School. (S.C.M. Press.)

Here is a book on this burning question written by a practising schoolmaster, deeply sensitive both to the difficulties and the opportunities afforded by the present situation. The writer has in mind the varied backgrounds of the pupils and the hesitations of the teachers, due to many causes. The sectarian differences among Christians are almost the least of the difficulties which complicate the situation. Real as these are, both among the pupils and their teachers, the greatest difficulty is occasioned by our failure to integrate our religion with the world around us, to relate our 'religious' insight to the totality of knowledge provided by our 'secular' teaching. 'Your pupils can achieve their own personal measure of insight into the "system of the universe" under the tutelage of the spirit of Christ; they will, in effect, so educate their own emotion as to form a Christian theology consonant with their own experience and with the facts.'

Mr. Heawood bravely faces this situation, and sets to work to provide for teachers who are anxious to equip themselves for the class-room, such help in the use of a well-thought-out syllabus as will make religion vital in education.

Now there are two distinct duties lying before the

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

teacher of religion in schools. But they are often confused in such a way as to add considerably to the worries of the already over-anxious teacher who wants to do his job effectively. Faced with a class of pupils it is the business of the teacher to teach the *facts* of religion. To do this it is not necessary for the teacher to be himself a believing and practising Christian. But he does require to have a trained mind. But, secondly, religion is not intellectual knowledge of the contents of the Scriptures. If it were there could be no problem of religion in education. The teacher needs insight, sincerity and conviction if he is to impart a saving knowledge of the facts. Given this background the help which Mr. Heawood provides in his suggestions for the use of the syllabus is wholly admirable.

It would greatly simplify the problem if we could approach our subject-matter of the use of the Scriptures with a better understanding of their significance. (Incidentally such understanding would go a long way towards the healing of our sectarianism.) The Bible must be viewed as the literature of a community. Christian education is

education into the life of this community. We study the Scriptures because they express the attitudes towards life and the universe consequent upon belief in God's Revelation of Himself. If the Bible is to become alive we must enter into its spirit which is a spiritual understanding of the living God and His purposes for mankind. In so far as we fail in this we inevitably treat the Scriptures as dead literature. The best arranged syllabus will be of no avail as long as we ourselves stand outside. But once we have faced the fact that the Bible is the Book of the People of God who are a living and continuous society (of which the school itself is an organic part), the religious teaching imparted is felt to be wholly relevant to life.

In later chapters Mr. Heawood has some very apposite remarks to make on the School as a Christian Community and on the School and Community as such. This is a book to be warmly commended to all those sincere teachers who are anxiously looking for help in these days of opportunity.

Edward C. Rich

(Formerly Inspector of Schools, Diocese of London)

Training of Social Workers for the Mental Health Services

New types of individual and social problems are present with us, and are piling up for the future. There is also emerging a new determination to try to understand and to meet the needs of the individual in a crude and complex social world. Social groups have been taken to pieces and seem in process of being put together again in new patterns. Many truths, masked in peace time, may become clearer. There should emerge the real, as contrasted with the sentimental values implicit in family life. Real events have brought home to us the contribution of the school in the development of the child, and the part played by social upheaval in the incidence of delinquency.

It is clearly the business of those concerned with the Mental Health Course to hold firmly to certain basic principles of training, but to see these principles in the light of changing circumstances in the field of work for which the training is designed. There is an increasing demand for workers combining qualities of the most diverse kind. Never was there greater need for the feet of the social worker to be kept firmly on the ground; never was there more necessity for imagination and resourcefulness.

While there are still openings for the psychiatric social worker whose main concern is with individual

deviations from mental health, posts of a more composite kind are arising in which, without neglecting the needs of the individual, the worker must be able to survey the existing services in a given area, foresee the demands of an almost unpredictable future, and help to mobilize public and private resources in the service of mental health.

For work as exacting as this, a year's training in the subject of mental health and disorder is short enough. In turning aside for a period of theoretical and practical preparation for work so important for the future and so relevant to the urgency of the times, no one need fear that he or she is neglecting work of national importance.

This year the Michaelmas term has been given to theoretical work in Cambridge, and the main part of the rest of the session is spent in practical work under special supervision. Case work with adults is undertaken in a Ministry of Health Emergency Hospital which deals with both civil and military cases of mental and nervous disorder. The Child Guidance case work has been arranged in a reception area outside London.

Further particulars may be obtained from The Secretary, London School of Economics, The Hostel, Peterhouse, Cambridge.

Directory of Schools—Great Britain

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

ABBOTSHOLME SCHOOL, DERBYSHIRE

(Recognized by the Board of Education)

Founded
1889

ORIGINATED THE
NEW SCHOOL
MOVEMENT

Reorganized
1927

A PUBLIC SCHOOL
for boys of 11 to 18, preparing
for entrance to the Universities

A JUNIOR SCHOOL
attached, for boys of 7 to 12
not preparing for 'Common
Entrance'

BASING all education on a sense of reality and on the spirit of loyal co-operation, this school claims to train boys for present-day life through keenness, health, self-discipline, and understanding, using such modern methods as are of proven value. The estate and country surroundings are ideal for the purpose, and visits are invited.

Chairman of Council : Prof. J. J. Findlay,
M.A., Ph.D.

Headmaster : Colin H. C. Sharp, M.A. (Ox.)

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

A NEW SCHOOL IN LUNESDALE Wennington Hall, via Lancaster

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees: £90-£100 a year, with reductions in certain cases.

Headmaster: KENNETH C. BARNES, B.Sc.
(Tel.: Hornby 266.)

KESWICK SCHOOL, DERWENTWATER

Headmaster: H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari
All further particulars from the Headmaster

KING ALFRED SCHOOL

NOW AT

Flint Hall Farm, Royston,
Herts.

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads:

H. DE P. BIRKETT, B.Sc.
V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Handicraft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals: Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster: F. A. MEIER, M.A.(Camb.)

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. There is a lake in the grounds, and facilities include pottery, weaving, printing and a sound-film projector. Food reform diet. Keenly alive specialist staff.

Headmaster:
JOHN GUINNESS, B.A. (Oxon.)

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.

Directory of Schools—continued

THE GARDEN SCHOOL

Wycombe Court, Lane End
Nr. High Wycombe

Girls' boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age on admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

BEVERLEY NURSERY SCHOOL

Now at ABERFOYLE,
Perthshire, Scotland

A progressive Nursery School for children 2 to 7 years in conjunction with which is a home for small children which offers them a happy family life in safe surroundings with plenty of space.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,
now at

Yarkhill Court, Ledbury, nr. Hereford
(Tel. : Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages.
Modern dietary.

Mrs. E. PAUL, Ph.D.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress :

Miss O. B. PRIESTMAN, B.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :

JANET JEWSON, M.A., N.F.U.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A. ; AGNES E. CRANE.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

Directory of Schools—continued

MONKTON WYLD SCHOOL **NEAR CHARMOUTH DORSET**

Principals : Eleanor Urban, M.A. ; Humphrey Swingler, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

PROSPECTUS FROM THE SECRETARY

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress : Miss Warr.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. Apply Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with GLENDOWER SCHOOL, now at SYDENHAM HOUSE, LEWDOWN, DEVON.
Beautiful house and grounds. Upper and Middle School for Girls, Lower School. Boys and girls 4-10. Boarding and Day.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond, S.R.N.

CHINTHURST SCHOOL, Tadworth, Surrey.
Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply* Principals.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal, 201 Rockridge.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organising experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2.50). Single Copy 6d. (8d. post free) ; 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

MARCH 1941

UNIVERSITY OF LONDON INSTITUTE OF CHILDREN
Assistant Editor—P. VOLKOV

Volume 22, Number 3

MINIMAL DEMANDS OF THE CHILD UPON THE COMMUNITY CULTURAL CENTRES

	Page
ART GALLERIES.....	Trevor Thomas 49
MUSEUMS AND EDUCATION.....	M. Harrison 51
SCHOOL MUSIC.....	Ronald Biggs 56
THE THEATRE AND THE SCHOOL.....	Geoffrey Whitworth 60
CHILDREN'S LIBRARIES.....	E. H. Colwell 62
ÉDOUARD CLAPARÈDE—AN APPRECIATION	Pierre Bovet 64
N.E.F. OXFORD CONFERENCE.....	V. Ogilvie 65
BOOK REVIEWS.....	67

ART GALLERIES*

Trevor Thomas

Curator, Museum and Art Gallery,
Leicester

FROM the findings of a recent survey, sponsored by the Rockefeller Foundation at the New York and San Francisco World Fairs, it would appear that certain ideas as to what the public likes, which for years have dominated museums policy, are misguided. Exhibits conceived around a theme, containing the elements of a short story, are the most successful. The standard demanded in display technique is high. Animated puppets and dioramas make a strong appeal. It should be noted particularly that labels are seldom read. The display simply of pictures and objects, in glass cases or on velvet, is never as stimulating and significant as displays motivated by a basic concept. The future slogan for culture centres is 'Ideas Not Things'.

The application of this policy will chiefly affect museum activity, but it is not without significance for art galleries. It involves a break with the tradition of acres of wall pictures and a few isolated sculptures on pedestals. It involves also complicated and controversial questions as to the nature of the ideas which are to be presented—controversy which will be difficult but exciting, opening doors to a fascinating range of display development.

At first sight, this may appear irrelevant to the discussion of the minimal demands of the child in relation to cultural centres, and art galleries in particular, but it is fundamental in so far as the vitality of the approach must be judged by the visitor's response; if the child is regarded as the most important visitor

* This article is a small excerpt which Mr. Trevor Thomas very kindly allowed us to make from a much longer manuscript of his, dealing at length and very constructively with the whole question of the planning of Cultural Centres.

and chief arbiter of policy, it is obvious that any new approach must be developed in close co-operation with progressive education.

Much has been done already, and particularly in America, to develop special children's museums with exhibits and creative activities designed to meet the physical and mental demands of the child. Whilst superficially one would hail this development with enthusiasm, many inherent dangers are involved. One of the most harmful is the inculcation in the young mind of a schism between adult and child life. The adolescent bridge is difficult to cross, and culture centres, by their pleasant associations, might be used to facilitate the transition. Many museums find that as children grow older their interest wanes. This may be due to overloading the child with attention. Too much control and conditioning of appreciation is possibly more dangerous than a dearth of facilities.

For instance, one art museum, under the guidance of a young and enthusiastic director, provided children with large sheets of paper, poster colours and large brushes. Records of contemporary music were played whilst reproductions of paintings by Picasso, Kandinsky and Klee were projected on a screen. A young 'docent', in cretonne smock and sandals, exhorted the children to relax and then to create. Most of the children produced fairly accurate memory pictures of the slides, but one more adventurous than the others soon peopled his pattern with match-stick men. He was immediately admonished: 'Oh, honey, what are you doing? You mustn't do figures to-day. To-day's abstract day.'

Similarly, the tendency for children's museums to be directed and staffed by women leads to unmistakable signs of what the home journals call 'the woman's touch'. Unless severely controlled, this can degenerate into mere pretty-pretty and sentimentality. One recalls an institution which had encouraged children to decorate paper plates with revolting new art flower designs.

The better policy is to develop work for children within the framework of adult activities in such a way that the general standard of display is high, well-spaced and well-lighted, with an intrinsic quality of attraction for people

of all ages. The more complicated business of helping the child should be reserved for the club-room and undertaken by trained people, skilled in the art of coping with the peculiar difficulties of child mentality. (Here, museums and art galleries will need to seek much more guidance from child clinics as envisaged in Miss Ruth Thomas's article in this series.) Very young children should not be bothered too much with exhibits. The method with them should be chiefly in terms of play activities in a nursery club-room, so planned and furnished that the environment will have a latent aesthetic influence. Materials should be such as to develop tactile and adjustment abilities.

Older children should be particularly encouraged to express themselves in some medium, and to conduct these activities through the formation of clubs so as to acquire training in self-government and administration. A club in one of the larger American museums, which is organized and administered by the children themselves, is particularly revealing in this respect. They arrange an annual exhibition of their work, electing their own president, director and committee of selection. The children create their own world, and a very good world it is.

Extreme care should be taken to avoid interfering with the child's appreciative abilities by any form of guide-lecturing which attempts to be interpretative. It is usually during the critical ten-eleven-twelve years that a child's creative-fantasy type of mental expression begins to change over to increased realism. This may be the time to supplement his 'innocent eye' impressions with information, but even this needs to be handled with the utmost skill and discretion. Possibly it is best treated in art museums by stories of the lives of the artists developed along project lines in conjunction with history and geography lessons. Or, for instance, a study of French Impressionist painting could be encouraged at the same time as instruction in physics, so that questions of optics and colour theory would form a basic introduction to the pictures. Armed with this technical background, the children should be encouraged to make their own comparisons, decisions and appreciations.

Exhibitions of paintings by children should be hung at a child's eye-level, with the whole

exhibition conceived as one of major importance in itself, not merely as a sop to children's work. Whatever the type and range of art gallery work for children may be, it should be developed with care and checked experimentally as to the effect which is being created. Primarily it should allow the child ample opportunity to do two main things : first, to engage in creative activity through the provision of materials and media (particularly essential for the under-privileged child) ; secondly, through the provision of the right environment—music, furniture and facilities adjusted to his age and size—to examine pictures at ease and at leisure. Then, if he wants to know more about it or discuss it with somebody else, the trained and sympathetically-minded docent or teacher should be available to help. The Leicester Schools Service circulates original paintings, prints, ceramics, textiles and furniture of good standard and fine design. These are changed periodically so as to furnish newly stimulating examples and prevent the contempt which arises from stale familiarity. Thus, a central pool of material for circulation assures freshness of outlook and the purchase of more expensive examples than could be undertaken by each school.

Such schemes and trained staffs involve problems of administration and finance, but the proper development of children's centres

would take many children away from environments which now render their delinquency almost inevitable. Administration and finance should best remain in the hands of local authorities, but there should be State aid both for local institutions and for the training of personnel. Some form of inspection seems inevitable, but local curators and staffs should be free to develop their creative initiative. Stated simply, the development of art galleries and museums as culture centres, and the creation of a vivid programme for the projection of a teaching medium compounded of sense, sight and sound, involves an entirely new approach to child education and the responsibility of the community towards youth. Visual education must yield place to sensual education. The programme calls for the right blend of inspiration, hard thinking and sound planning. There are encouraging signs of a new attitude at the Board of Education in its co-operation with the Pilgrim's Trust, whose generous financial policy has been a challenge to the State. Now in the stress and the storm the Council for the Encouragement of Music and the Arts is out on the road, in the highways and byways, with Art for the people. We look forward to the quieter days when the same spirit of enterprise and co-operation will enable culture centres to flourish and vibrate with the spontaneous gaiety of youth.

Museums and Education*

M. Harrison

Acting Curator, Geffrye Museum, London

MUSEUMS—filled with cases of dull, dusty articles, surrounded by a solemn sepulchral atmosphere—and the active, live mind of the child—how can these be brought together so that the child may find interest and stimulation in what appears at first to be dull and uninspiring? How give him such a vivid picture in the museum that it may help him the better to observe and understand the outside world? All too frequently a child's life is divided into two watertight compartments : his life at home and his life at school ; and with the adaptability of childhood he sloughs off the one as he enters the other.

Much that he does at school does not influence his home-life at all, and it may well be the chief value of the museum that it can bridge the gap between the two. There he can discover that the acquisition of knowledge can be an interesting leisure-time occupation, and not merely a classroom necessity. All too frequently he finds that the museum has nothing to offer him that is at all real or stimulating.

In Shoreditch there are two seemingly irreconcilable elements : myriads of children, desperately poor, dirty and ill-nourished, living the drabest of lives, and a small museum of furniture and domestic objects of past ages ;

* The London County Council accept no responsibility for the opinions and conclusions of the author.

the problem is to make the one element real and vivid to the other. Our work was, at first, concentrated upon talks to school classes of up to 40 children. These have been mostly of the 'teaching' type, with questions, drawing, and individual observation after each visit. Short films, at the end, have shown in detail some craft or activity of the period studied.

So successful were these organized visits that the children began to come in their spare time, and to ask for help and guidance in their looking round. It was with these that we felt that the most worth while work could be done. Pencils, boards, paper, rubbers, and stools were provided, and the drawing was keen and of a high standard. The best productions were put on show on a board, and those who had been 'hung' a number of times could have a small drawing book and coloured crayons to work with. Two voluntary classes, often of as many as 60 children, came daily throughout the summer holidays of 1939, and frequent film and lantern slide programmes were immensely popular. These children came when they wanted to, not regularly or from any sense of compulsion; in this lies the chief advantage of a museum over the happiest of schools. The child's mind is fully awake and he needs none of the 'prodding' often so lamentably necessary before a class is awakened to the potentialities of the next subject on the time-table. Even the conducted class comes to the museum with a feeling of adventure, school is left behind, and they are keen to come in contact with new objects and new ideas.

Who is to impart these new ideas and to canalize this rush of curiosity and interest? Neither the school teacher nor the usual guide-lecturer is most suitable, but a combination of the two. The 'docents' in American museums are trained and experienced teachers seconded to museum work, so that they combine a knowledge of child-psychology with experience in museum technique and thorough knowledge of the exhibits and their background. In this way the pitfalls of a too-disciplinarian or a too-adult approach are avoided.

It is not only the historical museum that can cater for the young in this manner; natural history is particularly suitable, and here the activities possible are even more varied. The

art gallery proper is more suited to older children (although at the Geffrye we get amazingly good work from children as young as six and seven); here a great deal can be done to develop taste and to stimulate a critical interest in objects of everyday use. For too long education has subordinated the sense of vision to the purpose of reading print, with lamentable results.

In museum instruction there is opportunity for more variety of technique than in the school. The child of low mentality benefits from the stress laid upon visual aids to learning, and appears to react more favourably than does the brighter child to the accepted method in which the teacher leads and the class follow her direction; for these the initial interest and excitement are sufficient to ensure the maximum retention of which they are capable. For children of all ages I have found it best to give a short introductory talk *before* taking them to look at the exhibits, otherwise eyes and minds will wander and the preliminaries will not be heard. If the class is small it is practicable to allow the children to look round the room themselves, after a suitable introduction, to observe what chiefly interests them, and after five minutes to prepare a short oral composition on one or two items. There is, of course, a danger here that wrong answers may be given, and the other children may remember these, but the individual effort achieved will be worth this risk and the general discussion at the end will be lively.

It is an ideal arrangement if the docent can visit the class in their school some time before the proposed visit to the museum. Lantern slides giving a general background of the subject can be shown, lines of thought suggested, and the appetite of the class whetted for what they will see in the museum. Much valuable time will be lost if the slides be shown immediately before the exhibits are seen; the visit to the school is much better—the time between it and the class visit depending upon the age and perseveration of the children—for the impressions will have had time to crystallize in their minds and the new knowledge which they acquire will not remain un-coordinated. It is important in considering the value of museums, which are often merely a collection of isolated, unconnected objects, to remember what delight

THE DIFFICULT CHILD and the Problem of Discipline

By C. W. VALENTINE, M.A., D.Phil.

Professor of Education in the University of
Birmingham

Under war conditions problems of discipline are being accentuated by the disorganisation of education and of family life, so the publication of this book is opportune. It is addressed to teachers and parents who are trying to get from psychology some light on the problem of the difficult child. Topics dealt with include: Fads and Fallacies about Discipline, Repression and the Inferiority Complex, Are there 'No Problem Children, only Problem Parents'? the Nursery School and the Child Guidance Clinic, Home Discipline and the Co-operation of Parents. Crown 8vo. 4s. net.

METHUEN & Co. Ltd., 36 Essex Street, W.C.2

the child finds in fitting new facts and ideas into a ready framework of knowledge.

Young children respond especially well to suggestions that they shall draw what they are interested in; they are less conscious than is the older child of being hampered by lack of skill with the pencil. A supply of drawing materials is therefore an essential in any museum which hopes to attract and interest young children.

A comparative method of producing facts has particular dangers when applied to museum teaching; the child is able to take in only a limited number of new ideas at a time, and much confusion can arise from an attempt to put one set of facts alongside another, particularly when both are different from his everyday life. Elizabethan and Stuart costume compared in the same talk will therefore be much less readily understood and visualized than if they are dealt with at different times and each one is compared to present-day clothes.

There is no less a danger that the docent may present too much material at a time. Surrounded by a mass of strange objects, the

child may well become bewildered and will need longer to take in any series of facts than he would were they isolated for him in the class room. It is well to bear in mind that enthusiasm does not always indicate achievement, and I have found that the child who sees most and glances at the most labels will invariably forget first. I cannot too greatly condemn the 'general talk' or 'showing children round the museum' which passes for education in the comparatively few cases where any attempt is made to interest children at all. The result is utter confusion in the child's mind, and, in the historical museum, complete incomprehension of the sequence of events. A series of 5-6 visits is infinitely preferable, either dealing with successive periods or a chosen subject followed up through the ages, and ending with a general survey which will give the class a panoramic view of what they have examined in detail.

I have found it important to stress upon the child that what he is seeing and being told about is *fact*. He comes with the preconceived idea that, because things in the museum are different from his life outside they are part of an interesting story and nothing more. What he sees and learns in the museum will not be of value to him in his everyday life unless he realizes their truth and can assimilate the accumulated experience of mankind which they express; in looking round a museum he can, in some measure, learn to look round him in everyday life and fit himself for citizenship. Alas, how rarely is it that he is able to find any such stimulation in the dusty and overcrowded collection which is all that he knows of as a 'museum'. Stories, though they introduce the exhibits in an interesting manner, defeat their object if they confuse the child as to what is real and what is not. The same danger appears to lie in creating *special* museums for children instead of developing the adult museum to make it intelligible to children—and, incidentally, far more interesting and intelligible to the average adult!

In large cities visits of school children are greatly hampered by difficulties of transport, and here direct provision should be made by the authorities. Free use of already existing facilities is not adequate for those schools which

are situated away from a direct route to a museum. Some imaginative arrangement is essential if getting to and fro is not to take an unreasonable proportion of time from the school curriculum; for instance, the ambulances used to take P.D. children to and from their schools are free during the day and could be utilized; museum coaches, similar to the vans used by travelling libraries could be started in rural districts within reasonable reach of a town museum. An alive teacher, be it noted, can make of the journey a real education in civic interest.

It need hardly be stressed that the class teacher should not interfere in any way with the children once they are in the hands of the docent, yet this occurs lamentably frequently. How deadening it is to have all the pent-up interest, curiosity, and enthusiasm of a group of youngsters quelled instantly by the all-too-familiar voice saying: 'Now, children, I want you to listen carefully, you are going to hear something interesting.' Such sad elements of forced instruction should have no place in the museum, they are unnecessary and wholly destructive.

It will be realized that close collaboration is necessary between the local education authority, the individual schools, and the museum authorities, if these developments are to succeed. It is essential that the museum receive an adequate subsidy from the local funds, and this, coming from the rates, will tend to stimulate the interest of the ratepayers in the way the museum is run—and the visits must be admitted as regular addenda to the class room lessons, and not the 'perks' of either the lazy or the enterprising teacher. A considerable amount of propaganda could be carried out by museums in their district; news letters should be sent to schools, to the local press and to individuals interested to draw attention to new exhibits and special 'attractions'. Programmes of regular talks and films could be issued at the beginning of each term, and forms sent round for heads of schools to fill in.

If the museum is to be a living cultural centre in the district the staff will refer to nearby places of interest in their talks, and will take groups of children on outings in the neighbourhood. This was being started at the Geffrye

Museum when war put a stop to all recognized 'school visits'. An embryo club was started which was to meet on Saturday mornings during term-time and twice a week during the holidays; the members were to be those who were regular visitors, who knew the exhibits well, and who wished to follow up some interest of their own. The minimum age was to be nine, but several enthusiastic people of seven and eight asked if they could have a junior branch. Activities planned included the making of booklets and portfolios of drawings and discoveries upon a subject of special interest, the making of cardboard and fretwork models of historical figures, the making of dioramas, and experiments in pottery, weaving, and other handcrafts. Occasional games were to be played, evolved round the different exhibits, and the gramophone was also to take part. Once a month we were to visit other places of interest in London, always co-ordinating their interest with something learned at the Geffrye. Our Wren Room would lead to a visit to St. Paul's, our spinning wheels and looms would interest us in the wool sales at the docks, and after learning about the lives of the monks we would have enjoyed and understood Westminster Abbey, St. John's, Clerkenwell, etc. This scheme was well under way when it had to be abandoned temporarily, but it was felt that such voluntary visits in the child's own time would serve to present historical research as a leisure-time pursuit—very different from even the most absorbing school work. It will be noted that the payment of fares for these visits would have to be met by the authorities in the districts where the children were quite unable to contribute; the organization of the club's accounts might be of great interest and value to some of the older members.

Such a club could make valuable contact with the local library, and if printed references were put in the rooms of the museum, mentioning what books dealt with the exhibits, the children would find literary stimulation also. Particularly would this be valuable to adolescents; and it is essential, in this connection, that museums be open in the evenings for those young people who are at work during the day and have all too little opportunity for cultural development.

A POLICY IN RELIGIOUS EDUCATION

By E. F. BRALEY, M.A., LL.D.

Principal of the College of the Venerable Bede, Durham.

Churches and Teachers admit that they are not satisfied with the present state of religious education, and the author of this book is convinced that the dual system of control is largely responsible for this. It is obvious that something must be done and Canon Braley has some very definite suggestions to make. **Ready March. 5/- net.**

THE FACTORS OF THE MIND

An Introduction to Factor-Analysis in Psychology.

By CYRIL BURT, M.A., D.Sc.

The application of Psychology to practical problems alike in education, industry and medicine has been much advanced in recent years by the use of 'factor-analysis.' The general treatment should make the book useful to statistical workers in many other fields besides psychology.

'Should prove the authoritative reference work on its subject.'—*Times Educational Supplement.* **21/- net.**

PHYSICAL EDUCATION IN BOYS' SCHOOLS

A Text-Book for Training College Students and Teachers.

**By F. J. C. MARSHALL, M.C.,
and W. RUSSELL REES.**

This book, recognised as one of the standard text-books on Physical Education, has now been revised and new Appendices added. Should be in the hands of every teacher interested in physical training. **Ready March.**

Write for further details of these books.

UNIVERSITY OF LONDON PRESS, LTD.
ST. HUGH'S SCHOOL, BICKLEY, KENT

A museum run on the lines indicated requires much more equipment than is usually the case ; a children's room, with flowers and a large number of reference books, a radio and gramophone, an epidiascope and film projector, adequate stationery stores, tables and chairs, and materials for craft work—these are all essentials. There should be cloakroom and lavatory accommodation on the premises, and it will encourage individuals and groups to come from a distance if there be somewhere where they could eat their lunch ; even a small cafeteria does not seem too much to hope for.

Most museums could serve well as musical centres for children, and, if there be no adequate musical organisation in the district, for adults also. The historical museum, especially, can co-ordinate music with their costume, furniture, and domestic arts ; period concerts, of a very simple kind, will help children to 'feel' the spirit of the past, and not to laugh at what is unfamiliar to their radio-conditioned ears. The city child, born to disharmony and the drabness of modern industrial life, needs help before he can hear the beauty of a harpsichord.

Much material of educational value is lost to children who have no access to the better periodicals and magazines. It might well be the place of museums to act as clearing-houses for such information, by taking regularly periodicals in any language which deal with their subject. The older club-members might be responsible for the cutting-out and organizing of articles and photographs which could

afterwards be used as loan collections for schools and individuals interested. Lantern slides, films, and duplicates of the less valuable exhibits could also be loaned to schools ; it is high time that museums put out feelers into everyday civic life and ceased to regard their contents as hallowed or untouchable. It will be realized that the transport of material *to* the schools presents far fewer problems than does the frequent transport of the schools to the museums.

Great improvement in general taste could be looked for if the museums and art collections were to initiate a course of art appreciation for those young people who were intending to take up work in retail stores. Nowhere more than among the best products of the past can the adolescent discover standards by which to set his shifting taste, and in the museum he can find, what schooling so often fails to give him, a means to choose between the good and the less good. A very large proportion of the errors in taste and judgment to-day arise from lack of knowledge of the fundamentals of design ; errors which were far less frequent in our forefathers.

So it is in helping the child to form standards that one of the chief functions of the museum seems to lie ; if the best is shown to him he will recognize his surroundings as sordid and ugly and will seek to change them when he can. In the museum, more than in even the best-equipped classroom, education becomes a matter of feeling and experience, instead of a memorisation of facts.

School Music

Ronald Biggs

THE musical life of this country is a strange hotch-potch of activities ; it has few guiding principles, little co-ordination, and yet it is very alive. The amateur is its backbone but, on the whole, he must make his own opportunities. His help, encouragement and instruction is left mainly to the many voluntary bodies whose contribution to our musical life is not always sufficiently realized. But, with the exception of some help here and there from the Local Education Authorities,

Director, Rural Music Schools Council

the State has hitherto done nothing to keep these activities alive or to help those many organizations on whom they so often depend. The social implications of this wealth of music-making, and its importance in any sane, happy community life, need no stressing. The war, far from destroying it, has intensified the realization that it must be preserved, and it is perhaps epoch-making that the Treasury should join forces with the Pilgrim Trust in the formation of the Council for the Encourage-

Sesame Books

'Sesame Books open to us the locked treasure of our more modern poets. Production and wrappers are neat, clean and vivid—well worth collecting.'—*Observer*. 'Messrs. Faber & Faber are doing a great service in the publication of their Sesame Books. At a half-crown these slim volumes are just the thing for the school library.'—*Times Educational Supplement*.

2/6 each

Some Poems

W. H. Auden

★

Sons of the Mistral

Roy Campbell

★

The Waste Land & Other Poems

T. S. Eliot

★

No More Ghosts

Robert Graves

★

Selected Poems

Louis MacNeice

★

A Selection of Poems

Ezra Pound

★

Thirty-Five Poems

Herbert Read

★

Poems Newly Selected

Siegfried Sassoon

★

Poems New and Old

Edith Sitwell

★

Selected Poems

Stephen Spender

★

The Trumpet & Other Poems

Edward Thomas

Faber & Faber

24 Russell Square, London, W.C.1.

ment of Music and the Arts, whose avowed aim is to see that this musical life does not perish, however difficult the wartime conditions under which it must continue to live.

The activities of the C.E.M.A. are confined by their undertakings to civilian adults, but if the musical life of the country is to be preserved beyond an emergency period, we must look to the musical life of the child.

There are many schools where music is a normal part of the community life, and where it is so well taught that the children leave, not only with the desire to continue music-making, but with sufficient knowledge and technical skill to make this possible. These, however, are not the schools at which the majority of our children are educated. The real problem of music in the child's education is to be found in the Elementary Schools. Let me say at once that I have heard excellent music in these schools. But this was where the schools were fortunate in having teachers with enthusiasm and musical ability on the general teaching staff, and a sympathetic and enlightened local education authority.

What of the school where there is no teacher with this enthusiasm and ability? So far as I know there is no machinery anywhere to deal with this problem. The school can only hope that such a person may sometime be appointed to the general staff. In fact, there is virtually no official provision for the teaching of music in Elementary Schools, and music as a subject has no rightful place in the curriculum. We should therefore be all the more grateful to the large number of amateur enthusiasts amongst the teachers themselves who are responsible for the surprising amount of music that does exist, and to those sympathetic Inspectors who have done so much to encourage it. Is it too much to hope that this unofficial encouragement may be backed by downright help from the State?

The standard of music naturally varies in different areas; some education authorities are attacking the problem, and some have already gone so far as to provide a music organizer for their area. If justification for this were needed it could be found at once in the higher standard and greater scope in these schools. I have heard singing that was a pleasure, sight-reading that

was highly competent, percussion bands that were a means to music and not an end in themselves, and recorder-playing which was opening up an entirely new field in musical experience.

Singing is rightly the basis of musical teaching, and sight-reading, through singing, is a natural corollary; but here there is a danger of over-emphasis. I have heard sight-reading that is almost frightening in its competence and almost equally alarming in its absence of musical conception. I believe this story is true of the teacher who set a sight-reading exercise. The class read the tune in tonic sol-fa; he then said 'Now we will do it again and put in the phrasing.' Children should certainly learn to read, as, only in that way, can they adequately take their place later on in adult choirs, but sight-reading should never be divorced from musical meaning and become an end in itself, though it offers a grand opportunity for the yard-stick and can be tested and marked and brought into line with the rest of the curriculum.

Ultimately it is not a particular skill of this kind that matters but the musical background against which a child has spent his school-life. In any case singing alone cannot be considered a complete musical experience; it is certainly better when percussion bands and recorders can be added to it. But surely, once instrumental teaching has been embarked upon, the musical and logical end is the school orchestra. This is scarcely ever achieved in Elementary Schools because of the almost complete absence of the teaching of stringed instruments.

The difficulties of providing instrumental teaching have been such that it was thought impracticable; but the Rural Music Schools have shown that these difficulties are not insurmountable. Class teaching of stringed instruments, which was once frowned upon, has now been proved to be both practicable and successful and, what is more, comparatively inexpensive.

It would indeed be asking a great deal of the State to provide individual instrumental teaching in all Elementary Schools, but it might reasonably be asked to provide the opportunity for the learning of instruments in classes. Some tentative experiments in this direction came to grief because they became involved in commer-

cialism. Here again the Rural Music Schools have pointed the way. They supply instruments without becoming commercially involved but, what is more important, they provide the teaching of these instruments by qualified teachers, specially trained in this type of work.

It must be understood that class teaching, to be successful, cannot be lightly undertaken and needs a special technique which can only be acquired by training and considerable experience. But it can and does solve the problem of instrumental teaching when the individual lesson is not possible. In any case, the policy of individual teaching in the early stages has a great deal to answer for. Can anything more dreary be imagined than the child who is beginning to learn the violin, not only trying to practise by itself, but possibly having to face years of this before it has enough confidence to join in music with other people? The isolation involved by a certain type of individual teaching is probably responsible for a great deal of early discouragement. On the other hand, enthusiasm, increased sensitivity, absence of self-consciousness, sense of achievement and willingness to help one another can be stimulated in no better way than in the instrumental class, skilfully and sympathetically taught. When several classes are joined together a body of players can be formed capable of the most surprising musical results.

The Rural Music Schools teacher covers a wide geographical area. There is no reason therefore why one teacher could not provide the instrumental teaching in a considerable number of schools. It is obviously more economical that the teacher should go to the pupil than that the pupil should come to the teacher. There are already music organizers in some districts with a small but capable staff to work on these lines, and the scope of the music in the schools could at once be enormously extended. Where a Rural Music School exists the teachers are already there waiting to be used. The R.M.S. has also the advantage of not only being able to deal with the schools themselves, but also with that uncomfortable 'Fourteen Plus' problem and, what is perhaps equally important, the adult and parent.

The home influences and co-operation of

SCIENTIFIC BOOKS

Catalogues post free on application

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.

136 GOWER ST., LONDON, W.C.1

Telephone : EUSton 4282 (5 lines)

parents are as important in music as in every other branch of child education. Many a child must find itself bewildered by the discrepancy between music as it meets it in school and the indiscriminate blaring of the loud-speaker at home. We suffer at the same time from too much and too little music and, above all, from a lack of discrimination. When we find people who are uncomfortable in silence and students who can only work to a wireless accompaniment, it is surely time to look more carefully at our musical education.

It is obviously difficult under present conditions to provide, in Elementary Schools, an adequate musical background, to develop this much-needed discrimination. It involves far wider musical experience than can at present be given. The children's concerts, which were rapidly spreading throughout the country and which have unfortunately ceased since the War, were of enormous value.

But there are the B.B.C. broadcasts to schools, which could be far more widely used than they are and whose main object is to supplement a musical background which, in the school itself, may be lacking or incomplete.

I am told that, in many schools, the receiving sets are so imperfect that the children hear only a travesty of the music that is being broadcast. Here is something that the State might be expected to provide immediately. But, even with an adequate receiving set and the best of broadcasts, the value to the children will still depend largely on the co-operation of the teacher in the school. A school broadcast of twenty minutes can only be completely effective where the teacher has the skill and imagination to follow it up with his class.

If skill and imagination are so important to

the use of broadcast, how much more important are they in the direct music teaching of the school? And yet a teachers' training college in Music and the Arts provided by the State is still a pious hope. Is not this perhaps a starting point in dealing with the whole problem? The possibility of such training would have a profound effect on the musical life of the Elementary Schools. The eagerness with which this would be welcomed by the teachers themselves can be judged by their enthusiasm for any conference or one-day school in music which is organized for them.

In addition, it must be officially recognized that music is a job in itself, and only in rare cases can it be reasonably undertaken by a teacher whose work is primarily to teach other subjects and whose training has been mainly to that end.

Music has now an acknowledged place in Secondary education and can be taken as a Matriculation subject in the School Certificate examinations. It would therefore not be illogical to extend this recognition to the Elementary Schools, give music adequate time in the curriculum and regard it as justifiable equally with other subjects.

The willingness, the experience, the ability to provide a full musical life for the whole community already exist. It should be for the State to organize and use them.

Revolutionary changes are being made on every side. Is it only the stress of war which can generate the energy that brings them about? The problems of the future should be tackled now, and it is surely for us to see that when the war is over music and the arts are enabled to make their full contribution to the adventure of peace.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED
5 FARRINGTON AVENUE LONDON, E.C.4

The Theatre and the School

Geoffrey Whitworth

Director, British Drama League

READERS of that exquisite tale of Welsh life *How Green was my Valley* will never forget the description of a young boy's visit to a neighbouring village where, for the first time in his life, he witnessed a troupe of travelling players in a Shakespeare play. His visit was a surreptitious one, for this was the Wales of fifty years ago when the theatre seemed still to most good people an outpost of hell, or at any rate a place no better than it should be. For all I know there may be districts in Great Britain where the shadow of this terror persists. But generally speaking the moral prejudice against the theatre has followed many other inhibitions of a similar kind into the limbo of forgetfulness.

Yet it must be confessed this change in public outlook seems to have made little difference to huge masses of our fellow countrymen, who are as void of any stage experience as they always were. Those whose concern it has been to deal with the entertainment of the Forces during the present war have been astonished to find how few young soldiers have ever been inside a legitimate theatre. Nor is this always the result of the lack of opportunity. Many who come from populous towns and cities, where the theatre has been in peace-time a flourishing institution, are just as ignorant of the drama as their more rustic comrades.

This inability on the part of the ordinary theatre to produce or maintain a theatre-minded public is not its own fault. The Cinema has stepped into the field as the great popular entertainer, and the younger generation, whence the theatre public must be continually recruited, is being allowed to grow up with its dramatic sense atrophied for want of exercise. The flight from the theatre by the younger generation is indeed only paralleled by their flight from the churches.

If this state of things is of no cultural consequence, then, from the educational standpoint, the matter ends, for there is no practical reason why the schools of the country should be under an obligation to keep the institution

of the theatre alive. If, however, we regard a normal response to the delights of dramatic art as an important part of the cultural heritage of everyman, the problem takes on a very different complexion, and a system of education which ignores an important element of the psychological make-up of the normal individual stands self-condemned.

Just how important this dramatic element may be is a question too large to be tackled in a short article. But we believe its importance to be profound. Shakespeare's condemnation of the 'man who has no music in his soul' is no less applicable in the sphere of drama, for the lack of any dramatic sense argues a mutilated attitude to life itself, and the deprivation of a fruitful source of emotional perception and release. The point, indeed, can be settled without much argument by asking any man or woman who has once known the pleasures of the theatre to tell us how greatly he or she would feel the loss if this magic door to experience and understanding were closed, or had never been opened.

There is no doubt that, as in the case of religion, a feeling for drama is best instilled as early as possible. By that I do not mean to say that every child should be a constant theatre-goer. Far from it. The element of surprise is important, and a routine of stage performances witnessed at a too early age can only end in a blasé discontent with life as it is. Nevertheless, let those who can look back to their first pantomime at the age of six or seven realize what they owe to that wondrous initiation. From then onwards, occasional experience of dramatic entertainment should be the heritage of every boy and girl, provided always that the character of the entertainment offered be suitable for the age group concerned. In the old days, when Sir Ben Greet first persuaded the London County Council to send their schoolchildren to his Shakespearean performances, it was most interesting to inspect from some dark coign of vantage the reaction of children of different ages to what they saw.

It may be frankly admitted that some of the younger children found it difficult to maintain their attention. Better for them would have been a Punch and Judy show, or some simple spectacle which made little demand on their as yet undeveloped intelligence. But it was no less surprising to find how many boys and girls who might have been thought too young to appreciate the play were obviously held by a story which, perhaps, they did not entirely understand.

In later performances given by the 'English School Theatre' under the able direction of Mrs. Beatrice King, the results have been very similar, and her records only confirm the fact that, generally speaking, it would be a great mistake to withhold the drama from children until they have arrived at what are usually regarded as the years of discretion. In the same way young actors are often able to portray emotions which, in real life, are manifestly beyond them. It is as though the child mind were swept into a rhythm which is not comprehended, intellectually, but which is somehow rooted in the child's subconscious nature. This surely is the best of all methods by which the human soul can be steered, as it were, into the cosmic stream of sweetness and light. And when once caught in the current, it will take more than the normal experiences of maturity to sweep it aside into doubtful channels.

It may be objected: 'This is all very well as theory, but what means can be adopted to put the theory into practice? Seeing how little was accomplished in this way before the war, it would appear that under war conditions an adequate supply of professional school drama is out of the question.' I am inclined to think, however, that something even now could be done, and that small companies of unemployed professional actors could be found who would be only too willing, with a modest financial backing, to tour the more peaceful parts of the country with plays suitable for a youthful audience. There is, of course, no need for such performances to be given always in theatres. Nowadays many schools have good assembly halls attached, and even in the smaller schools one often finds a platform which can be readily adapted for dramatic production. What E.N.S.A. has done for the

Plays by

L. du GARDE P E A C H

'Radio's best-loved dramatist for children.'

Famous Women of Britain	-	-	1s. 8d.
Famous Men of Britain	-	-	1s. 8d.
Five Plays for Boys	-	-	2s. 0d.
Plays for Young Players	-	-	1s. 6d.
Plays of the Family Goodman.	Two		
Books. 1485-1666 and 1720-1914		each	1s. 8d.
The Story of Sigurd	-	-	1s. 8d.
Knights of the Round Table	-	-	1s. 8d.



A 4-page illustrated leaflet giving full details of these plays, with number of speaking parts, is available and will be sent free on application to 39 Parker Street, W.C.2.

Pitman

troops it should be possible to do for the children, and if every school could have only one professional performance a term, good seed would be sown. A high standard of acting is certainly essential. Children are as quick as adults to notice insincerity or lack of talent. On the other hand, given good acting, they will not be critical of what is wanting in other aspects of the production.

The plays of Shakespeare will naturally form the chief item in the school repertoire, the only snag in this case being the size of the cast required. But whatever may be the fate of the war-time school play, there is no doubt that educationists should now prepare to bring all the influence they can muster to ensure that the education authorities after the war will lend a kindly eye to the policy of juvenile drama. In all the larger cities and towns opportunities must then be given for the schoolchildren to attend the local theatre for special school performances. In smaller centres travelling companies must visit the schools.

In the space available one can do no more than hint at the value of encouraging the

children themselves to act and produce their own plays. The idea is now well recognized by most teachers, and before the war in almost every modern school the dramatic method was being utilized to a greater or less extent. There is already quite a literature on this subject. Messrs. Methuen have lately published a useful handbook on School Drama which was published under the auspices of the British Drama League, while other publishers have issued plays and play anthologies specially adapted for performance by children of all ages. It is surely unnecessary at this time of day to enlarge upon the value of these school plays as a means to develop personality, to

encourage good speech, to enliven the teaching of history, and to give opportunities of all kinds for the exercise of special talents such as painting, dressmaking, and—for the more scientific type of mind—carpentry and electric engineering.

If, as we hope, the wars of the future will be mainly fought in the schools and colleges—wars against ignorance and the closed mind—drama has a contribution to make which it would be hard to over-estimate. For what else is Drama but the interpretation of life, at its best deep and discerning, and displayed in a form which all can assimilate and enjoy? And enjoyment is a key to education.

Children's Libraries

E. H. Colwell

A LIBRARY is an essential part of the life of any community, a necessity, a complement to all other cultural activities. Every child should have access to a library of good and carefully selected books where he may browse at will and find food for his growing mind and experience of life. The child who has not acquired the love of reading, or who has no opportunity of obtaining books, misses a wealth of recreation and delight which he cannot attain in any other way. It is necessary for the growing child to have access to a wider range of books than can be provided in the average home. It is the province of the school to teach the child the mechanics of reading and the methods by which he may seek out for himself the information stored in the treasure house of books; it is the task of the library to bring together those books which will provide the surest road to lasting knowledge and the greatest joy to the imagination.

If it is agreed that books are a necessary part in the life of a child, and that a *library* of books offers the desired wider field for his development, it must therefore be the duty of every community to see that no child in its care suffers from a poverty of books. What library provision can children reasonably demand from their community? What should the library contain, where should it be housed, and who should administer it?

Children's Librarian, Hendon

Let us first consider the librarian, for the success of the library depends ultimately upon her. It has been proved by experience that a woman is more fitted for this post than a man—few are the men who possess the necessary patience and insight into the child-mind. The children's librarian should be trained for her work and, above all, should have a genuine liking for children while treating them unsentimentally. She should not make the all too common mistake of underestimating a child's intelligence and ability to read books which seem beyond his experience. An intimate knowledge of children's books and appreciation of them is, of course, an integral part of a librarian's equipment. On the librarian depends the atmosphere of the library, an atmosphere which should be as free from restrictions as is compatible with order. While a librarian should never seek to force upon the child an arbitrary choice of the books she considers best for him, she may do much to influence that choice indirectly, first and foremost by her own expert knowledge and enthusiasm for books. Reading lists, displays, and many other indirect methods, all play their part in bringing good books to a child's notice, and should the librarian be skilled in telling stories, she may be the means of opening gates in a child's imagination which will be the entry to untold joy and delight.

HARRAP**PRINCIPLES OF TEACHING METHOD***Ready shortly.**By A. Pinsent, M.A., University of Wales.*

The author, a recognised expert, has much valuable advice on the psychology of teaching. The book is thoroughly up-to-date and deals with the practical side of teaching as well as with its theory.

*Demy 8vo.**About 400 pages.**8s. 6d. net.***INTELLIGENCE TESTS**

A wide range is available and the publishers will be glad to advise on the selection of tests for particular purposes.

NEW OLD BIBLE STORIES*By D. M. Prescott.*

Fifteen stories selected from the Old and the New Testaments and attractively illustrated in colour by Honor Appleton.

*Large Cr. 8vo.**5s. net.***A TREASURY BOX of Stories for Children***By May Lamberton Becker.*

Mrs. Becker, well-known as America's foremost critic of children's books, has here collected forty stories, each introduced by a delightful and witty comment. Illustrated in colour and line. 325 pages.

*7s. 6d. net.***Send for new Library and Prize List.****182 High Holborn
London, W.C.1**

On the librarian devolves the fascinating—but arduous—task of choosing the books which should be available for the children of the community. The actual size of the stock of any library depends, of course, upon the number of potential readers, but the scope of the library must be as generous and as varied as funds will allow. It is essential that the stock should be balanced, while taking into account the especial interests and needs of the community in which it is situated. All tastes must be considered, and while possibly sixty per cent. of the stock will consist of imaginative literature, provision must also be made for the boy with an interest in mechanics or an expert knowledge of aeroplanes, and the girl who wants to learn to cook or who collects stamps. A library should never reflect the prejudices or pet hobbies of the librarian or the committee—it must be democratic and universal in its appeal.

Imaginative literature is the librarian's chief concern. The appreciation of all literature in later life depends upon familiarity with imaginative literature in childhood. Children start with the faculty of imagination and if it is

starved they will miss a great deal of the beauty round them. In this age of the triumph of the machine, the modern child needs to have the joyous reality of literature in his life, for the 'steam-shovel' school of literature fills only one corner in a child's reading.

The standards by which books of this kind are to be selected can only be arrived at by extensive reading of the books acknowledged by time to be the best for children. It must be remembered that only the approval of the children themselves can give a book any lasting value. Possibly the best judge of a children's book is the person who has never quite lost the childlike mind and susceptibility to delight. But all stories for children should have a right sense of values and be written in good English. The format of a book is also important, for bad print, a drab cover or unsuitable illustrations may leave a permanent and unreasoned distaste for a good book in a child's mind. The selection of books, therefore, is a matter for experts, and the community should see that it is not left in the hands of unqualified people. To place inferior books—

badly produced, of trashy or harmful content—on the shelves of a children's library is to do a disservice to the children.

Books deserve a worthy habitat. It is obvious that, while the book is the thing, a child will profit more by frequenting a library housed in a spacious and pleasant room than by choosing books in an ill-lighted room of inadequate size with its resulting overcrowding and noise. The psychological effect of environment is an important factor which should not be overlooked. It is worth while to house the books in an airy, well-lighted room, fitted with adequate shelving of a convenient height for children. Only the minimum of furniture is

needed, but it should include a table or two at which young people can read comfortably. A library is easily made attractive by the aid of a few flowers and pictures, so that the child is conscious of entering a pleasant atmosphere.

Books are children's rightful heritage. To introduce a child to them is to take him into 'a room full of windows and wide views. Through these windows he sees roads leading to the four corners of the earth, roads on which he will meet with adventures, travel with strange companions, and discover new countries of delight.' It is the duty of the community to see that no child in its care is shut out from these 'countries of delight'.

Edouard Claparède—An Appreciation

BORN in Geneva on the 24th March, 1873, Édouard Claparède died in Geneva on the 29th September, 1940. Professor of Experimental Psychology in the University of Geneva, he had a world-wide reputation among his fellow scientists. For the readers of the *New Era* he was chiefly known as a pioneer of educational reform, as the founder of the Institut J. J. Rousseau. In this respect his position on the Continent and all through the Latin world was comparable to that of his great friend Dr. Decroly. Among American educationists two trends of thought are sometimes distinguished: John Dewey's disciples insisting on what Rugg calls a child-centred school, Edward Thorndike's students creating and perfecting the methods by which we can pass a fair judgment on the attainments of our educational efforts. To European schoolmasters Claparède was Dewey and Thorndike in one person.

His great book on child study and experimental education reached its ninth edition and was translated in many languages, including English. It was but an introduction to a second and third part which remained unwritten. Its last chapter on play and its relation to school and work is entirely Deweyan in its inspiration. Its theses have been developed in *l'Education Fonctionnelle*, a most remarkable and inspiring collection of articles giving what might be called a biological interpretation of education and educational methods. On Thorndike's lines, Claparède's chief contribution was *Comment diagnostiquer les aptitudes des écoliers*, a short treatise summing up methods and problems of vocational and school guidance.

We are only mentioning a few books of educational importance; let us not forget the immense labour incorporated in the twenty-eight volumes of the *Archives de Psychologie* founded in 1901 and bearing on all the aspects of this science.

Claparède's chief contribution to the advancement of education was, in 1912, the creation of the J. J. Rousseau Institute in Geneva—a School of Educa-

tional Sciences, as he called it. It is, at one and the same time, a research and a teaching centre, closely connected with his own Psychological Laboratory. It has successively called into existence a Pedagogical Clinic, a Vocational Guidance Bureau, the delightful *Maison des Petits*, and the International Bureau of Education, now supported by some fifteen Governments. Members of the Cheltenham Conference may recall how, after hearing the findings of the Committee on the Training of Teachers, which incorporated the *desiderata* of competent specialists from many countries, Professors Katzaroff of Bulgaria and Ghidionescu of Cluj testified that Claparède's school in Geneva embodied practically all the principles set forth in the documents discussed.

For twenty-eight years Claparède put into his Institute all the warmth of his loving heart and all the phantasy of his inventive mind. Those who saw him among his students at the N.E.F. Conferences at Locarno 1928 and Nice 1932 will never forget the gaiety of the relationship between the master and his disciples. The *Autobiography* of Claparède in Carl Murchison's *History of Psychology* bears testimony to the wonderful human qualities of this great scholar.

Claparède's last years were saddened by the loss of his only son, Jean Louis, one of the inspirers of the Bureau International d'Education, and by the bitter disillusionment caused by international events. On several occasions, at our N.E.F. Conference in Nice, at the International Congress for Psychology in Paris, at the International Meeting for Mental Hygiene in Lugano, he tried to put before scientists the urgent psychological problems connected with international understanding and the maintenance of peace. His last book, published two months after his death, is entitled *Morale et Politique ou les Vacances de la Probité*. It is the protest of a conscience against the dishonesties to which our personal and partisan interests so often lead us. It is an eloquent expression of the principles which inspired our friend in all his work, civic and scientific.

Messages received from all over the world show how deep has been the influence of Claparède's teaching and example on his students. Many of the schools where the ideal of joy and freedom which he inspired was being successfully tried, have been

shattered by the tempest, but the same sun is still shining above the clouds and in the soil the seeds are awaiting the spring. His labour has not been lost.

Pierre Bovet,
Geneva, 5th January, 1941.

New Education Fellowship Oxford Conference

THE twin themes of the conference were the Future of Society and the Future of Education. How often in the past we have confronted them! And how often has the first received a courteous bow and then been elbowed into the background, while we lavished our attentions on the second! At Oxford the remarkable thing was that the conference insisted on sticking to the problem of society, as being the issue on which hangs the future of education. It was characteristic of the urgent thinking which is going on in Britain to-day that a gathering of this size, drawn from all spheres of education, should have concentrated on a topic which would once have raised the protest, 'This is not our business'.

The discussion was opened by Mr. Kenneth Ingram, who put the problem before us with challenging clarity. The society of the future is bound to be a planned economic system. This is much more, however, than a matter of economics. The consequences will stretch far into personal and social life, and they will differ according to the character of the planning. The question is: who is to plan? If the planning is done by the existing vested interests the result will be a vast monopoly, dictatorship—only removable by violence—and the abolition of democracy. If it is to be democratic, those who are entrusted with the planning must be removable by constitutional means; and the source of power must be the community, which must therefore own the industrial machine.

There will probably be fierce resistance to such a change. On the other hand, a growing body of middle, non-party opinion is becoming conscious of the position and prepared for this step. Success or failure will depend on the degree of religious force possessed by those who desire to take it.

At bottom this is a religious issue: (1) because it involves change in every aspect of existence, and (2) because a new economic system can provide no more than the framework of society—to fill that framework with a culture is essentially the task of education and religion.

Religion is always performing two contrary functions: stabilizing society and sowing the seeds of disintegration. Religious orthodoxy looks to the past and tends to stagnate. Education, if it is to meet the needs of a democratic age, must be inspired by a revolutionary religious force. We cannot say what the religious culture of a new age will be, but the positive task is laid upon us to safeguard jealously the rights of the individual on grounds of the sacredness of personality.

Traditionally education has equipped the individual to compete with his rivals. But personality can only grow in communion. In our future society it will be preserved and expressed in service and sharing, its value measured, not by wealth or power, but by what it can contribute to the common pool. If we create a society which embodies this view of personality and personal relationships, we shall have the opportunity of laying the foundations of a civilization better than anything the world has ever seen.

Dr. Karl Mannheim analysed the causes which have made the transition from *laissez-faire* to a planned economy inescapable. We are living in an age of mass society, the very size of which renders the forms of integration and articulation of our earlier small communities obsolete. Side by side with this growth have developed new and improved social techniques, which are more important than economic techniques. The new techniques of communication, of warfare, of the arts of influencing human behaviour, facilitate minority control. The major decisions are now taken from a few key positions. Totalitarianism has arisen, not because of a change in public opinion, but in consequence of the change in social techniques which has accompanied the growth of mass society. There is no going back to the homespun techniques of a simpler age.

Totalitarianism is a form of planning, but it is not the only possible form. It plans for conformity. What democrats must desire is to plan for freedom and variety. Planning of any kind means co-ordination, but there is all the difference in the world between the co-ordination effected by the conductor of an orchestra and the goose-step co-ordination of the dictators. The one co-ordinates for symphony, the other for monotony. A school time-table is a form of planning, but it includes free periods. A railway system has to be planned, but it does not plan the conversation of the passengers. In most important spheres room for spontaneity, variety and the interplay of different types is required. In fact, the Great Society cannot long survive on a basis of homogeneity.

It is an error to think that planning necessarily calls for dictatorship, or even bureaucratic and military rigidity. Planning for freedom is quite within the capacity of the democratic parliamentary system. The features of democratic planning are: (1) it must abstain from interfering except where free play has failed, (2) it must be efficient without ceasing to provide for freedom; (3) it must promote

N.E.F. CONFERENCE

A small discussion Conference will be held at Somerville College, Oxford, during the week-end 18th April.

Details, which will be sent to all members, may be obtained from
THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

social justice, for this is a precondition of working a democratic system.

Is revolution a possible way of attaining a planned democracy? In the nineteenth century, which saw absolutism giving way everywhere to democracy, men could suppose that this transition was inevitable. They did not know that it was not due to the respective natures of absolutism and democracy but to the new social techniques of the age. To-day we know that absolutism does not dissolve of its own accord into democracy. Revolutionary interference leads to dictatorship, and once a party has seized the key positions revolution against it is almost out of the question. This is so because the techniques of revolution lag far behind those new techniques of government which make it possible to govern a country against the will of 80 per cent. of its people. Barricades, effective against cavalry, are useless against tanks and bomber planes.

The way to a planned democratic society is by reform. This calls for a great effort of conscious thinking, because democratic planning must be done according to the will of the community. The fact that the key positions are few makes oligarchy necessary. The virtue or vice of it depends on the nature of the access to controlling positions. Hitherto England has had a class oligarchy. In the future our democracy must select its key men by conscious choice. We shall have to work out many new social techniques and find new forms of grouping between the Great Society and the individual. It is not the political parties which will lead us to a planned democracy, but small groups of active minds pushing ahead within their particular spheres, using situations as they arise to secure this or that advance and all the time keeping vigilant watch against the encroachments of totalitarian planning.

Miss Ruth Thomas illustrated this technique from her experience as a psychologist working largely in evacuation. Fifty years' progress, she said, had been made in the extension of psychological services since the outbreak of the war, because the voluntary mental welfare organizations had been quick to step in wherever an opening occurred. Whatever the reason for which the help of psychological workers

was accepted—it might be merely the nuisance of bed-wetting—the main point was that a beginning had been made. Out of the war emergency arose chances of replacing false values by true ones—not by teaching them, but by practising them.

Miss Thomas drew a distinction between our civilization, based on science, and what culture we have, which has come down to us in suspension from the medieval church. We are at the end of an era. We need either new values or a new understanding of the old values to which we still pay lip service. For our actual practices are based on quite other values—the cult of material success, for instance, and our middle-class exclusiveness of possessions and personality—false values which result in a failure of real community spirit.

Since it is the implicit values that have the profoundest influence and since society is the biggest educator, education has suffered from this situation. It has suffered from the factory idea of educational facilities, with its large classes and its non-human classification of types of school and types of children. It has suffered from our emphasis on information and skills and our 'hardy' attitude to the emotions. It has taken little notice of the honest emotional needs of healthy children. 'Cases' are sent to the psychologist who are merely sound and alive enough to refuse to conform to our notions of material success.

The war and evacuation have exposed many points where our society expresses false values. At the same time they have demonstrated the rightness of such qualities as neighbourliness. The old Christian values are not now accepted because of the religious backing they once had. But they are being reinforced from another quarter. We have the beginnings of a scientific psychology, which tells us that these are the only things that work. It has been demonstrated by psychology that if we do not live in this way in our society, we produce perverted and sick people. The East-ender, evacuated from the ruins of his slum, where there was intercourse, emotion, non-exclusiveness, to the respectable loneliness of a middle-class suburb, develops mental disorders.

It is not only in the extension of psychological

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

services and the opening of homes for difficult children that the war emergency has been turned to account. Other things are coming too. General practitioners, hit by the war, are asking for state medical services. Education authorities are taking up the problems of juvenile employment. Our practical difficulties have drawn attention to the lack, in our educational system, of regional organization closely related to the differences in character and wealth between different areas. The emotional aspects of education are being forced on both educationists and parents and the mutual exclusiveness of home and school is being broken down. In one city mothers are setting up nursery classes and asking for training. In all kinds of spheres openings are being made of which we can take advantage to initiate changes. And the significance of the changes we can make is that they imply values utterly different from those which have governed our society.

In this atmosphere of sociological thinking the conference discussed certain specific educational

questions. *Sir Philip Hartog* spoke on The Creation of the Intellectual Conscience. *Dr. E. F. Griffith* led a discussion on the need for Sex Education. The problem of the Curriculum and its integration was the subject of a symposium contributed by *Dr. H. G. Stead*, *Miss C. Fletcher* and *Mr. G. P. Meredith*. These three speakers gave us the benefit of some of the work done by a committee on Curriculum, called by *The New Era* in collaboration with the Association for Education in Citizenship, which was meeting under the same roof as our conference. It was interesting to find that they had been led to dwell on the social foundations of the curriculum. Historically the curriculum has grown under the influence of forces of which people were unconscious. To-day we are conscious of social forces as well as of the fact that a child's learning must be rooted in his experience. To do justice to both the social and the individual claims is the problem of the curriculum; to choose fields of knowledge in such a way as to produce willing co-operative planners and at the same time rich individuals. *V. Ogilvie.*

International Headquarters, 29 Tavistock Square, London, W.C.1

Three cheering reminders that we have not been forgotten by our friends abroad reached Headquarters at Christmas-time—a cable, a cake, and a cheque. The cable brought greetings from our Chairman, *Dr. Zilliacus*, in Helsinki. The cake, with a packet of tea, came from our members in Western Australia. The cake was shared with our landlord and his staff, who have been real friends in times of trouble connected with broken windows, unheated offices and time bombs. The gift of tea was especially welcome, arriving as it did on the

eve of the English Section Conference. Our Australian friends will know that a tealess Conference would have been lacking in one of its main essentials. Their kindly gift, which eked out our slender ration and saved us from this sad dilemma, was greatly appreciated.

The cheque for £30 was sent by *Dr. Malherbe* from members in Pretoria and Johannesburg, and will go far to replace a gift of £50 that for some years has come to us from Switzerland but which now cannot be sent.

To receive such signs of remembrance from absent friends gives us new heart in these strenuous and burdensome times.

Book Reviews

U.S.A. An Outline of the Country, its People and Institutions. By *D. W. Brogan*. (Oxford University Press, 2/6.)

At a time when, it is to be hoped, British people are trying to understand the U.S.A., this illuminating little book should receive an encouraging welcome. Professor Brogan has performed the remarkable feat of packing into 140 pages a fascinating account of the Americans. The chapters on religion, the press and radio, education, literature, the arts and sport, make delightful reading. Those on the land and its people, and on government and politics, though they are no less brilliant, require a closer effort of attention because of the compression of complicated information, and would, I think, have benefited from a rather more schematic treatment. (On this side of the picture I would recommend the reader to spend another half-crown on *Frank Darvall's The American Political Scene*.) Here and there, perhaps, too much has been taken for granted from the reader who has not read much about

America nor, alternatively, been an ardent cinema-goer: persons, institutions and incidents are occasionally mentioned without enough explanation. But these are very minor criticisms.

The book is meant for adults and is too concise for children to use in class. But the teacher who has to deal with America should certainly draw upon it. Educationists will also find valuable food for thought in the chapter on education, especially in regard to the working of the common school system. *V. Ogilvie.*

An Outline of Money. By *Geoffrey Crowther*. Pp. vii + 459. (Nelson, 10/-.)

To keep abreast of the latest developments in economic theory is no easy matter for the enquiring layman. The chief trouble is that the experts, in recording their discoveries, are so often driven to use a highly technical jargon and not-so-simple mathematics. The significance of Mr. Keynes's *General Theory of Unemployment* (1936), for example, is only now becoming apparent as more readable

or perhaps one should say more simple, translations become available. In *An Outline of Money* Geoffrey Crowther has written a comprehensive summary designed specially for the perplexed layman. Sixth form and first-year university students will find it an admirable introduction to one of the most difficult branches of economics.

The book is orthodox in plan; there are chapters dealing with banks and banking, national and international monetary policy, foreign exchange and the gold standard. Economic heresy is roughly, but fairly, handled, and there is an appendix in criticism of Social Credit. In some respects the outline is similar in style and scope to the successful *What Everybody Wants to Know About Money* (Ed. G. D. H. Cole), but the newer work is more consistently sound and unprejudiced.

The author's debt to Mr. Keynes is obvious and acknowledged. Savings-and-Investment and the Trade Cycle are closely analysed. *A. B. Hollowood.*

America's Economic Strength. By C. J. Hitch. Pp. vii + 114. (Humphrey Milford: Oxford University Press, 2/6.)

Do you know that the power of the U.S.A. to produce economic goods is almost as great as that of the next four most important world powers combined, and greater than that of continental Europe? Are you aware that 'American farming, on the average, is not efficiently conducted'; that to-day only 14 per cent. of American farms have tractors and 19 per cent. motor lorries? Do you know that the American workman produces twice as much, man for man, as his British counterpart? On all sides to-day we hear discussion of the vital problem of American aid for Britain. After reading C. J. Hitch's *America's Economic Strength* one realizes with dismay how little that discussion is based on fact. In Britain there is an amazing ignorance of American conditions, problems and possibilities. Perhaps this is another result of the films. The Englishman identifies the whole of the U.S.A. with prosperous California seen through the rose-tinted sun glasses of Hollywood.

A close examination of the potential strength of America is encouraging, but a note of caution is contained in the statement that America is now as unprepared as the Germany of 1933. The survey begins with material resources, manufacturing and war industries, and passes to a critical analysis of the New Deal. In conclusion there is a balanced account of the probable trend of aid to Britain.

Apart from its topical interest this book should find many readers among the young economists in our schools, for it is an unusually interesting essay in practical economics. *A. B. H.*

Martin the Kingfisher; Cuckoo. Père Castor, translated by Rose Fyleman. (Allen and Unwin, 3/6 each.)

No country lover of any age can read these books—or have them read aloud—without delight. I

was almost afraid that the two new ones could not keep up their pre-war standard—that Rojan's lithographs must suffer, or even that Père Castor might be getting old. But there is no need to worry. All the minute detail of animal footprint and bird diet is still there, in text and illustrations, recorded with the same precision and excitement, though the full beauty of kingfisher blue has proved, as almost always, unreproducible. Martin the Kingfisher holds a faint under-current of the Parables from Nature (does any child read Mrs. Gatty now?) with its sketches of selfless love and the continuity of life—but it is done without a hint of moralizing. And the baby cuckoo is greedy and pathetic left by his migrating foster-parents, wedged in a tit's nest he'd grown too big to evacuate. Incidentally it's interesting to hear that the cuckoo alone saves the woodland yearly from 'green hairy caterpillars, monstrous repulsive creatures', who but for her would destroy it entirely.

The original French is too rich in vocabulary for an English child before his 'teens, and Rose Fyleman and the publishers are very much to be congratulated upon making the books available to an earlier age.

Broadcast Echoes. (E. J. Arnold & Son, Ltd., Junior Books 8d., Senior Books, 10d.)

The story I read first and liked best was *Stories by the Zoo Man*—short chapters about the principal animals in the Zoo. It should appeal to children from the age of seven to twelve. A funny chapter in it was the one on the Chimpanzee. I learnt how the chimpanzees' tea party started and how the polar bear snatched umbrellas from his onlookers. The only chapter I found dull was the one on the Horse: there seemed to be nothing but detail in it, but other people may think differently. Anyway, I liked *Stories by the Zoo Man* best.

Walks with Romany, by G. Bramwell Evens, is about a man called Romany and his dog, who go for walks. Romany tells about the animals and birds he sees out on these walks. I myself found the book rather dull, but I ought not to criticize as it is not the kind of book I like anyway. I think it is meant for children from the ages of eight to twelve.

Freddie the Fox, by Archibald Bridgman, is a very funny story. It is about a fox who has just retired from being hunted. The head of the hunt likes Freddie, but his wife doesn't, and tries to turn him off their land. But each time Freddie fools her and very amusing things happen. This book is for children from the ages of five to ten years.

All three books in this 'Broadcast Echoes' series have very nice pictures, especially the *Zoo Man*, which has photographs of animals. None of them takes long to read and their bindings are attractive. The most expensive are tenpence each—the others are eightpence, so that children could buy them themselves with their pocket money, and I hope they enjoy them as I did.

Anne Brenan (aged 13).

Directory of Schools—Great Britain

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari

All further particulars from the Headmaster

A NEW SCHOOL IN LUNESDALE Wennington Hall, via Lancaster

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees : £90-£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.
(Tel. : Hornby 266.)

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

KING ALFRED SCHOOL

NOW AT

**Flint Hall Farm, Royston,
Herts.**

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Hand-craft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals : Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (*Founded 1893*)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : **F. A. MEIER, M.A.(Camb.)**

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster:

JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age on admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal:
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress: Miss O. B. PRIESTMAN, B.A., N.F.U.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

MOORLAND SCHOOL THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals: D. EVELYN KING, L.L.A.; AGNES E. CRANE.

BEVERLEY NURSERY SCHOOL

Now at ABERFOYLE,
Perthshire, Scotland

A progressive Nursery School for children 2 to 7 years in conjunction with which is a home for small children which offers them a happy family life in safe surroundings with plenty of space.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel.: Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages.
Modern dietary.

Mrs. E. PAUL, Ph.D.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal: BEATRICE GARDNER.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply* Principals.

Directory of Schools—continued

MONKTON WYLD SCHOOL **NEAR CHARMOUTH DORSET**

Principals : Eleanor Urban, M.A. ; Humphrey Swingler, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

P R O S P E C T U S F R O M T H E S E C R E T A R Y

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress : Miss Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond, S.R.N.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. Apply Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL**, now at **SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls, Lower School. Boys and girls 4-10. Boarding and Day.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

WHITELANDS COLLEGE, PUTNEY, LONDON
Temporary Evacuation address : Whitelands College, The Crossley and Porter Schools, Savile Park, Halifax. Communications for the Principal should

be sent to this address, but all general and financial correspondence should be addressed to the Secretary, Whitelands College, 95 West Hill, Putney, London, S.W.15.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organising experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

THE NEW ERA **LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4**

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2.50). Single Copy 6d. (8d. post free) ; 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

APRIL 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 4

MINIMAL DEMANDS OF THE CHILD UPON THE COMMUNITY—IV YOUTH CENTRES

	Page
THE YOUNGER GENERATION	Helen Bentwich 69
THE YOUTH CENTRE.....	A. E. Morgan 74
SOME GOVERNING PRINCIPLES.....	M. V. C. Jeffreys 78
YOUTH : INSPIRATION AND ORGANIZATION	Vivian Ogilvie 83
EDUCATIONAL RE-ORGANIZATION.....	H. G. Stead 88
NOTES ON SOME WAR GAMES.....	Brian Stanley 89
ASSOCIATION FOR EDUCATION IN CITIZENSHIP.....	Eva Hubback 91
BOOK REVIEWS.....	91

The Younger Generation

Helen Bentwich

THOSE of us who grew up before the last war were not subjected to Youth Movements—at least, not to those written with capital letters. We were of the Younger Generation who were Knocking at the Door, clamouring to enter the adult world, to capture it, and to put it right. To-day, Youth does not knock at the Door ; in this country it tends to dally in the courtyard outside, where the adult world tries to make it comfortable and happy by means of Youth Movements. In other countries, it goes off and builds shoddy, ramshackle houses for itself, either to the right or to the left of the traditional house with the

Door, and swashbuckling impostors take charge of these houses, inveigling to its doom Youths wearing a coloured shirt and shouting a false slogan. Some there are in this country, too, who would welcome the shoddy houses on the left or the right. But, in the main, we concentrate on the courtyard, and are in danger thereby of laying a false accent on Youth. For, after all, the period of Youth with which Youth Movements are concerned only lasts for about a fourteenth part of man's natural span, though there is a curious tendency to regard it as a static condition instead of as a temporary phase. And there is a danger to-day, too, of

sentimentalizing Youth, possibly because most adults went through a time of unhappiness and difficulty in their own youth, and want to keep others away from these inevitable growing pains.

Why does the Younger Generation no longer knock at the Door? There are many reasons for this. During the last war the Younger Generation were deliberately forced over the threshold, and the burdens of manhood and womanhood, with all the responsibilities entailed, were thrust on boys and girls unprepared to deal with them. After the war they found themselves ejected on to the doorstep, and the same Older Generation who had called them in to save civilization were once again in charge. So some of the Youth turned away, and gave up knocking; while those who continued to knock, and eventually entered, felt unhappy and unwanted when they got inside. They were in a house containing many storeys, and they found themselves relegated to the storey where adult society thought they belonged, and it was very difficult to move about freely from one storey to another. Too few—only the rich and the privileged—got in on the ground floor, while the attics were full of young people whose work nobody wanted, and whose existence society tended to forget. It was a rotten house, full of greed and hatred and privilege and inequality. No wonder some young people decided to build their own houses on the right hand or on the left; no wonder some of them preferred to turn their backs to the Door, and to play in the drabness of the courtyard, which well-meaning adults are to-day trying to make into a pleasant garden, to keep their minds off the conditions inside the house, and their bodies fit for the residents of the house to use whenever they need them.

This, some may say, is an exaggerated picture, but it is basically true. And the whole question before us is this: what value is the pleasant garden going to be as a preparation for the life which must, sooner or later, be faced up to in the house behind the Door? Are Youth Movements, as we know them in England to-day, the best preparation for adult existence? Do they not tend to be an amelioration of a rotten condition rather than a vital challenge to the condition itself? Ought we not to set about putting the house in order,

hoping that once again the Younger Generation will clamour at the Door to be admitted? And should we not be educating them to clamour?

There are two things to do: so to reform society that the greed, the hatred, the privilege, and all the other evils are driven away, and the house is decently fit for all citizens to enter, on equal terms of brotherhood and opportunity, having no spacious halls to contrast with mean attics, but having all rooms available for anyone to enter. And, at the same time, so to educate the Younger Generation that they will know how to live in this reconstructed house, will appreciate it, and will take their full share, as time goes on, in managing it, and prevent its sinking back into the bad old ways. It is with this problem of education that we are here concerned.

We certainly need a short-term war-time policy for Youth, dealing with the problems of evacuation, shelter life, war-work hours, communal feeding, hostels, and so on. But this policy must not be confused with the long-term policy which should now be in preparation for the days after the war. It is not too soon to discuss the post-war education of the adolescent; and it must be discussed in the light of the promises which have already been given by the President of the Board of Education that the school-leaving age shall be raised immediately after the war to 15, and later to 16; and the hope that day continuation school attendance will be compulsory till 18. It will require constant vigilance on the part of those interested in the Younger Generation to see that these promises are promptly and universally implemented, despite the certain shortage of school accommodation; that no insidious clauses granting exemptions are inserted, and that the Fisher Act is put into effect in every locality.

Youth Movements are at present mainly concerned with boys and girls to whom a natural healthy outlet for physical recreation, and even for physical well-being, has been denied because of the demands which society makes on their unformed bodies and tired limbs when it forces them to become wage-earners at the age of 14. It is, therefore, not surprising that emphasis has been laid on physical activities rather than on any other form of

A POLICY IN RELIGIOUS EDUCATION

By E. F. BRALEY, M.A., LL.D.

Principal of the College of the Venerable Bede, Durham.

With a Foreword by C. A. ALINGTON, D.D., *Dean of Durham.*

The problem of religious education in this country is a vital one today.

Churches and Teachers admit that they are not satisfied with the present state in the schools, and Dr. Braley is convinced that the Dual System of control is largely responsible for this. Dr. Braley challenges both parties to work together a sound system based on Christian faith and morals. **5/- net.**

UNIVERSITY OF LONDON PRESS, LTD.

ST. HUGH'S SCHOOL, BICKLEY, KENT.

training, and that hitherto all new developments in Youth work have been approached from the angle of physical fitness. Youth Movements to-day are mainly engaged in salvage and rescue work among adolescents suffering from the ill-effects of surroundings which they should never be in. But when things are changed, as they should be by post-war reforms, and when all children remain children till 15 or 16, as the children of the privileged classes do to-day, there will be great opportunities for development on an entirely different plane. The tired, bewildered children who have overnight taken the plunge from well-cared-for childhood in a Council School to neglected adolescence in a shop or factory, who are men and women in status, and often in wages, but who are still so much children in every other way, will disappear. And added to the extra time given to full-time schooling must be the advantages of part-time attendance each week in the school room again, and the bridge this builds between school and work. Psychologically, this bridge is of as great importance as it is physically or mentally.

The problem of the future will be to train boys and girls who are healthier, more balanced, more formed in character, and less tired and overworked than they are at present, to grow into intelligent and educated adult citizens. They would be under medical supervision at the day continuation school, where they should have a certain amount of compulsory physical training each week. They would have opportunities, too, for vocational training which should make it unnecessary for the more ambitious of them to study, as much as they do at present, at the end of a long day's work in order to become more proficient at their jobs. All this means that emphasis need no longer be laid on the two aspects of leisure-time training of Youth which are most widespread to-day: vocational education and physical training. And it means, too, that boys and girls whose evenings are now fully occupied with study, and who are generally the most intelligent and ambitious of their generation, will be more free to attend youth organizations than they are at present. These factors create a new problem; and a new approach to

Youth Movements will have to be thought out.

In the past there has been a tendency to regard the boys and girls in the various Youth organizations as being generally incapable of profiting by activities of an intellectual kind, and for the reasons stated above there was probably good cause for this view. But now that the 'raw material' of these organizations will be having the advantages of a longer school life, and of part-time continued education, and now that the more intelligent will also be among the 'raw material', this shyness of the 'highbrow' and the 'intellectual' will have to be overcome. Youth Movements must be ready to provide intellectual stimulation to the full for those who can appreciate it—possibly a larger number than many pessimistically imagine. And they must stimulate the desire for things of the mind in that vast mass of the population which is neither highbrow nor lowbrow, but is just intellectually lazy and unawake until the right stimulus has been found. Among the privileged minority in public schools this desire is frequently dormant till the age of 15 or 16. The right stimulus may not be found in books ; but it may be in art, or drama, or music, in craftwork or the study of machinery. It may come through debating and a study of politics or religion, or it may work through nature study, travel, or some form of exploration. While for a large number the stimulus will undoubtedly lie in achieving greater proficiency in their trade or profession. Youth Movements will have to provide the fullest opportunities for development along all these lines, together with the opportunities for healthy enjoyment and recreation and holiday-making which all normal boys and girls require.

Emphasis, too, must be laid on the need for cultivating discussion and expression. Many adolescents suffer an unnecessary strain because they do not realize that their individual difficulties and problems are shared by a number of others, and that a frank discussion of the problems leads to a solution. It will, therefore, be necessary to have a large variety of Youth organizations, and a complete freedom for boys and girls as to which they join, as well as plenty of opportunity for interchange. Some of these organizations will be for a single sex ;

some will be mixed. Adolescents change in their attitude towards the opposite sex, and must have a chance of passing from one organization to another at a suitable time. This variety will prevent the regimentation, the uniformity, which is the dread of many democratically-minded people when confronted with the term 'Youth Movement'—for in other countries this has been the negation of a preparation for democracy. The greater the variety of Youth organizations the greater variety of adults will there be. Nobody can say that the best citizen is produced to-day by the Scouts or Guides, by the Brigades, by the Clubs, by the Institutes, or by the Public Schools—which are a form of Youth Movement exclusive to the well-to-do. Each has a contribution to make to a certain type of boy or girl. Provided that opportunities are free and unfettered in each variety, that there is no compulsion to join, or remain in, any particular one, and that there is nowhere any class or money bar, each has a place in preparing citizens to live in an educated democracy.

One of the tendencies of existing Youth Movements is to cling too long to their members, especially the best among them with a view to making use of them in running the Movement. But to be a leader in, for instance, a boy's club, is not the best training for enabling a boy to take his place in the adult world. Experience of a larger horizon is necessary for young people, and the change from being a big noise in a boy's club to being a small fry in an adult organization is stimulating. It should be the aim of all Youth organizations to prepare their members for the next stage in their development, just as infant schools prepare children for the junior schools, and junior for senior.

And now a word as to the way Youth Movements can put this kind of training into effect, and the type of adult organizations available for the members to pass on to, somewhere between the ages of 18 and 20. In both these directions the Local Education Authority will have to play the all-important part. Here London has led the way. For many years past the Evening Institutes of the L.C.C. have been sending their teachers and instructors into the

LOCAL SERVICES Past and Present

By A. L. Strachan, B.A.
192 pages, illustrated, Cloth Boards

2/6

Mr. Strachan has indeed written a book of Educational importance. In it he shows how the work of local government has grown from small beginnings to big matters involving clever organizations and vast expenditure.

The book should be especially interesting to members of THE ASSOCIATION FOR EDUCATION IN CITIZENSHIP. It is thoroughly up to date and accurate and is the best effort we have seen to deal with this important branch of the teaching of citizenship.

The following recent books are well worthy of a place in your school or library.

HAPPY LINES

Selected by A. Rita Kaye, B.A.

New poetries for Juniors.

4 books each 10d. to 1/2

JOY RIDES IN BOOKLAND

By A. Rita Kaye, B.A.

Four lovely books for young children.
Graded readers of the very best kind.

4 books each 2/- to 2/3

The above books are all excellent for individual and class work AT HOME or IN SCHOOL.
For view copies and full information apply to the Publisher.

The famous ROWLAND BOOKS FOR LIVELY YOUNGSTERS

By T. J. S. Rowland, M.A.

- Book 1. LIVING THINGS.
- Book 2. MORE LIVING THINGS.
- Book 3. MOVING THINGS.
- Book 4. VITAL THINGS.
- Book 5. EVERYDAY THINGS.
- Book 6. LEISURE THINGS.

Delightful books, full of fascinating drawings and informative simple text.

Cloth Boards, each 4/- net.

CASSELL AND CO., La Belle Sauvage, LONDON, E.C.4

boys' and girls' organizations to supply the specialized training which has been given there. In the main, this training has been in physical and craft education, and a few of the elementary forms of cultural training. But this field will be greatly widened when the demand for more highbrow subjects is stimulated, and in London, certainly, it can be met. Junior institutes for boys, and for girls, and for both boys and girls, will in London be an important part of the Youth Movement, as they are to-day, and because the day continuation schools will be doing a great deal of their present work, they too will be able to develop on broader lines. It is hard to see how, anywhere, Youth Movements can succeed without this close co-operation with the L.E.A. And this co-operation will be equally important at the next stage, when it is time to pass on to some adult organization. Polytechnics, commercial institutes, and other places of technical training will be there to receive those who wish to continue their vocational training. In London there are a variety of non-vocational evening institutes—literary institutes, men's institutes, women's

institutes, and a few community centres—where any subject which fifteen people wish to learn can be studied, from the most highbrow to the completely practical or wholly recreational. These places are capable of enormous expansion—adult education in London before the war only attracted 300,000 students each week—and they work in the closest co-operation with the W.E.A., the University extension, the Co-operative Educational Movement, and similar bodies. They do, in fact, constitute the 'University of the London Citizen,' and each of them has a highly developed social life. Such forms of adult education will have to be developed in all parts of the country, and they will become as important an educational development here as the Folk High Schools were in Denmark. It will be part of the work of the Youth Movements to prepare their members for these Institutes, as well as to prepare them to take an important part in political movements and all other aspects of citizen life.

To sum up, then, boys and girls, after the war, will all stay at school till they are 15, where their normal training and education

will be carried on, though a number may belong to Junior Youth Movements in the evenings and at weekends. From 15 till 18 it must be insisted that they attend day continuation schools for some hours each week (the number of hours probably decreasing in each year of attendance). There they will have a certain amount of vocational training, and physical education, so that neither of these subjects need loom so large in leisure-time activities as they do at present, leaving more time to cultivate the difficult art of becoming a complete adult and an intelligent citizen. The training for this will include education for citizenship through a variety of means, ample opportunities for free discussion, an appreciation of art, music, drama, and films, so that an educated population will demand intelligent commercial entertainment—and get it if it wants it—and an incentive to go on learning for the sake of learning; a full development of any talents as hobbies, plenty of fun and social life in a healthy atmosphere, such as camps, planned holidays abroad (how Utopian that sounds to-day), knowledge of their own country and surroundings, and, equally, scope for mixed dancing. Above all, there must be full recognition that Youth Movements are

not an end in themselves, but exist only as a preparation for the difficult art of living a full and useful life.

Nothing is said here about the buildings which should house the Youth Movements. The fact must be faced that a good deal will have to be done in temporary, makeshift places until such time as war damage is repaired and new well-planned institutes, clubs, and community centres are erected. We cannot wait till the buildings are there. Some wonderful work has been done in the past in most unsuitable evening institute and club premises, and perhaps the best of the shelters could be converted for Youth purposes until the new places are completed. The vital thing is to start the new education and the new Youth Movements immediately the war is over. They are an essential part of that new society, the expectation of which keeps thousands of men and women sane and courageous under the trying conditions of the present day. In that new society the Younger Generation will be called on to play an important part. They must be encouraged to knock at the Door, they must be admitted as welcome comrades, and they must, in return, take a full share in the life of the community within.

The Youth Centre

A. E. Morgan

Author of 'The Needs of Youth'

THE problem of the adolescent calls urgently for solution. Before attempting to solve it we must expand our ideas and demands to an extent that to many seems beyond the limits of practicability or even of sanity. It is no more insane to demand adequate conditions for the full development of youth than it is to say that cost must not prevent us from caring for the sick and aged. It might be argued that it is less insane as being a more fruitful investment. The cold facts are that youth is racially our most valuable asset, that it is declining quantitatively, that we are allowing it to go to waste to a shocking extent, and that we cannot afford to let the rot to continue. At whatever effort we must stop it or perish.

It may be assumed that as soon as circumstances permit, or demand, the school-leaving age will be raised effectively to 15 and eventually to 16. The other public contribution will be to make part-time attendance at a Day Continuation School compulsory for all not already receiving full-time education.

These measures in themselves will be of great importance, but their value will depend mainly on the kind and quality of the education which is given. It is now well recognized that merely to extend the practice of the elementary or the secondary school will lead to frustration. There is reason to hope that the thought and experiment which have been devoted to this problem will produce suitable curricula for the new top forms. This will involve giving the

individual predilections of boys and girls a chance of expression, whether their talent lies in the realm of academic study, craftsmanship, artistic accomplishment, physical prowess or social relations.

Especially will these conditions be needed in the Day Continuation School. Boys and girls who have left their full-time studies and are actual or potential workers are sure of one thing above all, namely that they are adults. As the school-leaving age is raised this error will lose some of its untruth. It will be the more necessary to have a content of education which helps the Continuation School to capture the imagination and enthusiasm which are the great assets at the disposal of those handling youth at this period of development.

Above all it must be clear to the boys and girls themselves that this school stuff is not kid stuff, but something of importance. Once they realize that they are expressing, or learning to express, their flooding emotions, their sense of life and their ambitions of doing and being, the battle is half won.

It is also essential that the school shall overflow the confines of the time-table, and mix with the recreational activities that should fill out the vacant hours when neither school nor work claims attendance. It is at this point that voluntary organizations meet statutory activities. They can strengthen each other, with the immense advantage that by this means variety of practice will be obtained.

The latest figures before the war revealed that of the 14-18 year old group of boys and girls about half—that was some $1\frac{3}{4}$ million—was unattached to any educational or recreational organization. These must be brought in, and even then there is the problem of the older adolescent between 18 and 20. On the recreational side the core of this matter is the institution which has been named the Youth Centre.

In the first place attendance at the Centre will be voluntary, distinct from, although complementary to, the compulsory attendance at the Day Continuation School. It will be concerned mainly with evening activities, but may take into its sphere the half-holiday, the annual holiday, Sundays and periods of unemployment, and it will be a focus of outdoor pursuits.

The activities of the Youth Centre must be as wide as life itself. It is indeed a gymnasium of life, where the stripling exercises freely those faculties that are the springs of coming achievement. There the boy and girl must find scope for developing the aptitudes and practising the skills which will make up their personalities, whether of body, mind, emotion or spirit.

Already we have built up a valuable system of opportunity along these lines. Its fault is a quantitative rather than a qualitative shortcoming. Clubs, Scouts, Guides and Brigades have reached a high pitch of achievement, and their practice and experience must be preserved and extended. They must be available in the Youth Centre so that their different kinds of appeal may be there to serve the varied demands which the mass of boys and girls will present. They must shake off their fears that co-operation in a common Centre will rob them of their individuality or prevent them from commanding the loyalty of their adherents. It is a poor loyalty that is limited to one adherence. Loyalty is a spiritual quality capable of expressing itself in concentric waves of ever extending spheres. From the home it reaches out to the school, the club, the Scout or Guide group, the firm, the town, the country and the all-embracing family of humankind. It is the essence of loyalty that while resting firmly on a centre of individuality it reaches out beyond the narrow confines of self.

The Youth Centre is part of the plan for enabling youth to develop, and therein it is essentially an educational institution. At the same time its activities are primarily recreational. Here is no contradiction. But the emphasis must be right, or youth will not be attracted. This is another reason why it must have a pattern of great variety to match the diversity of human capacities and desires.

Let us then approach the practical side of the problem courageously, shedding that apologetic modesty which has beset the youth problem too long. The poor hut or decayed school which has served in the past is not good enough. The Youth Centre must be a large building. It must be simple and beautiful. It will cost much money. And there must be many of them.

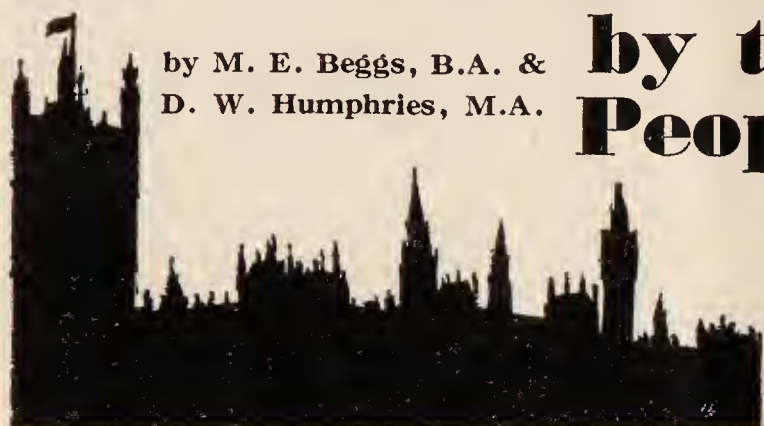
Education in Citizenship

A democracy is not working at its maximum efficiency until all its citizens play their part in its government. The teaching profession is in need of a simple book on the system of local and national government in Great Britain indicating the citizen's duties and Miss M. E. Beggs, B.A., has prepared just such a book—profusely illustrated, on novel lines which will be published shortly by Philip's at about 1s. The title will be

Government

by M. E. Beggs, B.A. &
D. W. Humphries, M.A.

by the People



GEORGE PHILIP & SON, LIMITED
98 Victoria Road, Willesden, N.W.10

There will be certain rooms forming the core of the institution: club rooms, a library, an assembly hall, gymnasias, craft rooms and a canteen. There must be rooms for administration, sanitation, cooking, storage, and so forth. There must also be the other rooms for the exercise of the special activities of Clubs, Scouts, Guides and Brigades or St. John Ambulance.

We shall be faced by the bogey of divided loyalty, and someone will ask about accommodation for a club, and another will want to know if Johnny Jones is a Boy Scout or a club member. These are really irrelevant questions. Everyone is a Centre member, and as such will, within proper limitations, have its facilities at his disposal. Bill Thompson may want to join the Brigade or prefer to expend his superfluous enthusiasm on intensive activity as a maker of model aeroplanes. These activities may be mutually exclusive in his case, but Charlie Robinson may have enough energy to ply both effectively. Either or neither may find an outlet for his social instincts in the club rooms, and may develop as a boxer, a musician or a debater. These activities need

not be mutually exclusive so long as the over-enthusiastic member is not allowed to spread himself beyond his capacity.

At this point we see the necessity of central guidance. And be it said forthright that the whole institution will turn for better or worse on the personality of its chief—leader, guide, warden, or whatever name be chosen. He must be the pivot of the whole, and it is one of his main tasks to see that each member is occupied neither too little nor too much. He must canalize individual energies and direct them for the better irrigation of the whole community.

The perfect institution has not yet been achieved, but many valuable experiments have been made, and it may be worth examining a few to draw lessons from accomplishments and shortcomings.¹

In the first place it must be borne in mind that in no case is there a Youth Centre in which attendance is compulsory, nor need we demand that condition for healthy achievement. The nearest to it is the scheme at Rugby which is based on the compulsion of all boys and girls living or working in the town to attend a Day Continuation School for a specified number of hours a week until the age of sixteen, unless they are attending other courses. One of the most important elements in this scheme is the unitary handling of the problem. In one institution and under one head are placed the Day Continuation School, evening classes, recreational activities, including a club and athletics, and the machinery of juvenile employment. A most interesting feature of the experiment is that while the average attendance of adolescents at evening classes was under 20 per cent. for the country as a whole, at Rugby 60 per cent. of the pupils of the Day Continuation School attended voluntarily in the evening.

Although Rugby is a laudable model it lacks in some respects. Its buildings are inadequate and it has not solved the problem of the older adolescent. It is also probably true to say that it has been more successful in formal education than in recreational activities. But it is an excellent foundation for a Youth Centre.

¹ The descriptive parts of this article are based on peace time conditions.

One of the most interesting examples of a Centre is to be found at Slough. The Slough Social Centre caters for all ages, but a considerable section is devoted to adolescents. There are parts dedicated to boys and girls separately, but so placed that there are meeting places where the sexes can blend in common activities. This raises a question of great importance and much debate—the problem of mixing the sexes. We shall return to it later, after recording barely that the practice adopted at Slough appears to work well.

There are other examples worth study, such as the Bernhard Baron Settlement in Stepney, Clubland in Camberwell, the Knowle Centre at Bristol, and if it had not been for the frustration of war the Youth Centre at Scunthorpe which was erected by King George's Jubilee Trust. In all these cases there is provision for boys and girls.

A number of education authorities before the war were experimenting in how they could meet the recreational needs of the adolescent. There was a variety of practice and a wide disparity of success. London has established a remarkable tradition with its Junior Institutes, which were in fact a development of the evening school on partly recreational lines, and this plan has shown excellent results and has been a stimulus and model to other authorities.

Hull went further in name, although perhaps not in fact, by running what it frankly called boys' and girls' clubs. Nottingham built magnificent schools which were designed to serve as community centres in the evening; but there was not a full recognition of the necessity of skilled leadership if successful Youth Centres were to flourish. Cambridge-shire made a notable contribution with its Village Colleges.

A central feature in this last venture was recognition of the impossibility, which up to that time no other authority had seen so clearly, of converting a day-time school into a real youth centre after school hours. The Village Colleges were built primarily as evening institutes, but were so planned that they could be utilized by day as schools for children. That was a great perception, but unfortunately they scarcely come within our range as they were mainly for adults, and only

Current Problems Series

THE FUTURE IN EDUCATION

SIR RICHARD LIVINGSTONE

3s. 6d. net

In this serious indictment of English education the author analyses the causes of its failure, at the same time giving some practical and inspiring suggestions for its future. The most pressing problem of the day, he says, is to give the masses of the nation some higher education, for, without an extended system of adult education, we cannot have an educated nation.

CAMBRIDGE UNIVERSITY PRESS

incidentally did they serve the needs of the adolescent.

It must be laid down dogmatically that two physical conditions are essential for the full success of a Youth Centre. In the first place it must be a building primarily suitable for the purpose, and one which the users will feel is their building. Or at least, if it is part of a school building, it must have rooms suited to the social activities which the recreational demands of adolescence exact. In the second place it must be so designed as to give youth its full right of user. It is not enough to allow adolescents to occupy such parts of the centre as adults can spare. It may work successfully on a family basis, so long as youth has its full scope, as in the remarkable Health Centre at Peckham. Again the Slough Centre may be cited as a good model, in which all ages are catered for, while youth has its own proprietary rights guaranteed.

We have referred to the vexed question of mixing the sexes to which there is no simple answer. A significant fact is that speaking generally the move towards mixed clubs has

come more from the girls' organizations than the boys'. The problem is complicated by the age question. It is roughly true that the average girl of sixteen is as developed as the average boy of eighteen. The club girl wants the companionship of boys, but when boys seek the companionship of girls they are reaching the age when they tend to leave their club. The average club boy prefers a bloody nose in the ring or a hard game of netball to the lighter dalliance of sporting with Amaryllis. There are obviously many exceptions, but there is a probability that the more amorous swain will not be a club member; and so male toughness tends to become a self-selected quality of the normal club boy.

There is growing recognition that the Youth Centre should cater for boys and girls to the age rather of twenty than of eighteen which it had been the fashion (not without reason) to treat as the *terminus ad quem*. Another change which will affect the age range will be the raising of the school-leaving age. The sound reason for taking 14 as the starting age for adolescent organizations was that it marked the boundary between school and the big world. The time must come when all schools provide for the recreational activity of their pupils, as the secondary school already does in some measure; and Youth Centres, with a slight overlap maybe, should take over the ex-pupil from the school. As the leaving age rises, so the starting age for the Youth Centre will go up. There will come a time when the division of juniors and seniors in the Youth Centre will be in the neighbourhood of seventeen, and it may be that it will be lower for

girls than for boys. But the well found Centre will have such a variety of activities that the members can promote themselves to more adult pastimes, including mixed activities for the two sexes, according to their individual development.

It is to be hoped profoundly that experiment in meeting the needs of youth will be widely varied, and that it will be based on that happy blend of voluntary devotion and statutory authority which is fundamental to so much that is best in English institutions. Although it must be founded on an element of compulsion in attendance at the Day Continuation School, the Youth Centre should be a free institution. It will also be dovetailed in a variety of ways with voluntary evening education—ways too many to recite here.

Two necessities must prevail. The Youth Centre must be adequately housed, and it must be properly staffed by men and women suited and trained for the work. Without leadership it cannot succeed; and the provision which we posit will be on a scale that the voluntary effort of the devoted enthusiast cannot meet.

Can we afford all this? That was the question, and after we have ceased spending wealth to an extent that the world has never seen before it may well be a question when peace returns. To which we can but answer with another question. If the youth of Great Britain is likely to decline in forty years by one-third as the statisticians foretell, dare we spare effort or pecuniary wealth in making the remaining two-thirds as fit as possible to carry on the work and maintain the weal of what will then still be England?

Some Governing Principles

M. V. C. Jeffreys

Professor of Education,
Durham University

ENGLISH education may now be entering upon a stage of development as important as any through which it has passed. The main structure of our educational system, in the narrower sense of school instruction, was set up a generation ago. The development that we may be about to witness is the enlargement of the national plan of education to include the whole range of activities that are

cultural, recreational, and socially useful. The pioneers of education in this wider sense, as in fact of education in the narrower sense, have been the voluntary organizations, and the debt that this country owes to them is inestimable. But the voluntary agencies alone, even with financial help and co-ordination of effort, can hardly expect to be able to meet fully the needs of young people. For example, all the

INTERNATIONAL CONFERENCE of the NEW EDUCATION FELLOWSHIP

at
Ann Arbor, University of Michigan,
6th-12th July

Theme

EDUCATION & HUMAN RESOURCES

Chairman : **Mrs. Franklin Delano Roosevelt**

Among the Speakers : John Dewey, Mrs. Franklin Delano Roosevelt, Raymond D. Fosdick, Alexander G. Ruthven (President, University of Michigan), Thomas Mann, Bruno Malinowski, Laurin Zilliacus, E. G. Savage, J. Compton, Lancelot Hogben, Aldous Huxley, Cordell Hull, Stephen Leacock, Eduard Lindeman.

Members of the N.E.F. everywhere are invited to this conference.

Details from Mr. F. Redefer, N.E.F., 221 West 57th St., New York, and from N.E.F., 29 Tavistock Square, London, W.C.1.

voluntary organizations together only contain from 10 to 30 per cent. of the young people between the ages of 14 and 21.

Under the stimulus of the war of 1914-18, the Juvenile Organizations Committees were established to co-ordinate the service of youth. In a sense the present Youth Committees, appointed in response to the Board of Education's Circulars 1486 (November, 1939) and 1516 (June, 1940), are the successors of the old J.O.C's. But the movement now in progress promises to be more far-reaching and more lasting than the abortive efforts made in the last war. Between them the Board of Education, the Local Education Authorities, the schools, and the voluntary associations have the opportunity to transform the whole meaning of education; in idea and in fact.

In the past the youth organizations have been for the most part working independently and pragmatically. To-day, when some more comprehensive and systematic plan is needed, there can be no harm in trying to distinguish some of the principles on which the success of a youth movement must depend. It is the

purpose of this article to suggest three such principles, which may be expressed in terms of three relationships.

I. The relation of the Board of Education and the L.E.A's to the voluntary organizations

While there is no doubt that the voluntary organizations can and will continue to play a most valuable part in the service of youth, it is very doubtful whether they could anywhere meet the whole need, even if financed and co-ordinated. We shall probably come to think in terms of a unified national plan, with comprehensive organizations resembling the Hertfordshire Youth Federation or the Westmorland Youth Service, and with universal but elastic programmes of work and training. Variety and experiment are most desirable. But there can be room for variety and experiment within a movement which has common aims and a common vision. In the words of the leaflet issued by the Westmorland Youth Committee: 'The youth movement will fail to make an effective and lasting contribution to social progress if it is thought that success

can be achieved merely by providing for the young people of to-day social, physical and recreative occupations in a variety of organizations.' The young people must be able to feel that in their local service they are part of a national movement, within which their share is effective and their responsibility real. If this is so, it would seem to be the business of the county Youth Committees, backed by the Board of Education, to promote the establishment of representative bodies of young people in the counties, with local groups or committees on the one side and a national representative council on the other. Herein would be a means not only of co-ordinating existing organizations and of stimulating new enterprises, but also of directly educating political sense through responsible self-government.

2. The relation of the new youth movement to the rest of the educational system

If we are to keep a sound educational perspective, it is important that we should not think of in-school and out-of-school activities in separate compartments. Still more important is it that clubs, debating societies, physical training classes, and so on, should not be thought of as an attractively cheap substitute for raising the school-leaving age to 16 and establishing day continuation schools to 18. Rather, the Youth Movement should be seen as a development of the educational system itself, not as an improvization to supply its deficiencies. There is little doubt that, if the movement is to succeed, the greater part of the necessary enterprise and leadership must come from within the schools themselves, and it is probably not too much to say that the ultimate success or failure of the movement will depend on the degree to which the schools can enlarge beyond the classroom their notion of what education means. In this connection it is worth while to notice that the Companies of Service at the Bishop Wordsworth School, Salisbury, play a useful part in the work of the Wiltshire Youth Committee. 'I am convinced', writes the headmaster, 'that the work of County Youth Committees in getting the essential leaders and helpers would be much helped if they had within their areas

a group of schools working on the Companies of Service plan.¹

3. The relation of the young people themselves to the County Youth Committees

At present, with some exceptions, the system of Youth Committees is open to the criticism that it leaves out the boys and girls, whose business is apparently to accept organization and respond to stimulus. Youth is not normally found in a Youth Committee. But if the movement is to be a success the young people themselves must have real responsibility for management as well as opportunity for initiative.

A correspondent in the *Times Educational Supplement*² wrote as follows of the East Suffolk Service Squads: 'The squads have shown that youth can produce its own leaders from its own ranks . . . that, given an object, moral support, and a moiety of cash, young people will create something real and of value out of the needs of their own place and time.' In the summer of 1940 the East Suffolk Education Committee (by means of posters and press advertisements) asked young people between the ages of 14 and 21, who were willing to serve their own community, to write to the Education Office. They were then given a list of possible jobs and the names of other young people with similar interests, and were invited to form their own groups, elect officers, and send in a report after a month's experiment. Since then some 150 squads have been formed, varying in size from 3 to 50 members. About 70 per cent. of the members of the squads have never before belonged to any organization. Some 80 different kinds of work are being done, and an important feature is that the purpose of the squads is essentially practical and social. The young are not normally interested in training for its own sake, but are interested in doing a job. Here training is not the aim, but is incidental to service. On the other hand, doubt had been expressed as to whether the work of the squads will in fact be sufficiently searching in its demands on the members; that is to say, what their enduring value as a medium of serious training will prove to be. The very variety of the work

¹ *Times Educational Supplement*, December 7th, 1940.

² November 16th, 1940.



*All attention
for the*
**BEACON
INFANT
READERS**



The Principles : Beacon Reading develops naturally, using two 'methods'—look and say and phonic. The early vocabulary is not forced into the artificial shape required by an exclusively phonic approach. At the same time the important aid given by a knowledge of phonics, and therefore sacrificed in a pure sentence method, is available in Beacon reading.

The alternative approaches : In preparation for Book Two of the Readers there are alternative schemes, based on the same method but using different subject matter. The original approach takes its subject matter from the child's everyday life: home, pets, games, friends. The new approach centres in Old Lob and his delightful animal family, and makes extensive use of strip-picture technique. It lends itself particularly well to dramatic work.

The main books are made up of folk and fairy tale material, and provide for children using this method a storehouse of enjoyment that they will always return to with delight.

Supplementary Readers and Reading Tests : One of the valuable features of the Beacon scheme is the provision of supplementary readers for each of the main books, up to and including Book Four. This supplementary material means that children can practise what they have already learnt but that new stories and pictures prevent them from getting bored and discouraged. A series of four sets of Reading Tests is also available at the stages of Books One to Four for testing progress and diagnosing individual difficulties where these exist. Please write to the publishers for full information about the Beacon Reading Scheme.

New Approach

Picture Book 10d.	Accompanying Flash Cards 6s.	Teachers' Handbook 2s. 6d.
New Introductory Book 10d.		Accompanying Work Book 4d.
New Book One 1s.		Accompanying Work Book 6d.

Original Approach

Reading Pictures 3s. 6d.	Miniature Pictures 6d.	Word Builders 1s. 3d.
Reading Cards 1s. 3d.	Introductory Book 10d.	Book One 1s. Manual 2s.

preparing for

Book Two 1s. 3d.	Book Three 1s. 4d.	Book Four 1s. 6d.	Book Five 1s. 6d.
Book Six 1s. 8d.		Supplementary Readers and Reading Tests.	

GINN AND COMPANY LTD.

Temporary address

BRIDGESIDE WORKS, McDONALD ROAD, EDINBURGH 7.

done means that, while some squads may undertake important work such as the organization of evening class programmes or a food-production scheme, others may exist for some such limited object as knitting socks.

Two or three other points about the Service Squads are worth noticing. Many of them are developing as clubs with other activities besides the particular public service for which they were primarily formed. An interesting offshoot is the formation of School Service Squads consisting of younger brothers and sisters still at school, who did not want to be out of it. Throughout, the squads are formed and run by the boys and girls themselves; that above all else is their merit. Some twenty other L.E.A's are now following the example of East Suffolk.

Two other experiments deserve attention, as illustrating the principle of giving a full measure of responsibility to the young people themselves—the Westmorland Youth Councils and the Hertfordshire Youth Federation.

Westmorland is divided into 15 districts, each of which is to have a District Youth Council consisting of boys and girls between the ages of 14 and 21. These councils are to organize all communal activities for the district, including the planning of evening class programmes. Co-ordinating these 15 councils is a Westmorland Youth Council, consisting of the chairmen and secretaries of the district bodies. These councils of young people will have the advice and guidance of the County Youth Committee and District Advisory Committees, consisting of adult members. But the intention clearly is that the young people's councils should do as much of the work and bear as much of the responsibility as possible, and that the adult bodies should keep in the background.

The Hertfordshire Youth Federation is to be a body of elected boy and girl representatives of juvenile organizations, with an Executive Committee of not more than 30 members. It is expected that local groups will grow out of the Federation. The function of the Federation and its Executive Committee is to discuss plans and policy and co-ordinate the activities of the various organizations. As in the case of the Westmorland Youth Councils, the authorities evidently hope that more and more of the real

N.E.F. CONFERENCE

A New Deal for Youth

Why is there a problem of youth to-day? What is the nature of youth as a period of life? What are its problems in our society? What is being done for youth and what is being planned? What are the proper functions of school and out-of-school activities? Can we formulate a national youth policy?

These are some of the questions which will be discussed at an N.E.F. Conference at Somerville College, Oxford, on April 18-20.

Speakers will include: *Dr. Karl Mannheim* (London School of Economics), *Professor A. E. Morgan* (author of 'The Needs of Youth'), *Dr. Olaf Stapledon* (author of 'First and Last Men'), *Miss Evelyn Gibbs* (Head of the Staff Training Department, John Lewis Partnership), *Mr. W. Monteith Brown* (Clarendon Youth Centre, Paddington).

Particulars, which will be sent to all members, may be obtained from THE N.E.F. 29 TAVISTOCK SQUARE, LONDON, W.C.1

work and responsibility will be assumed by the Federation. Hertfordshire is also planning an adaptation of the County Badge, with a Service Test ('the emphasis in this group is more on performance of service than on training for it') added to the original Physical, Expedition, and Project tests.

Three conditions have been suggested as being necessary to the successful development of the youth movement. First, we shall ultimately need a plan on a national scale. Such a plan should be comprehensively conceived but flexible in application. We should not be in too great a hurry to achieve unification, lest valuable experiment be short-circuited. Secondly, the youth movement should be an integral development of the educational system and not merely a supplement; still less should it be a substitute for higher education. Thirdly, and most important of all, the movement should in all essentials be in the hands of the young people themselves. In the words of the leaflet issued by the Westmorland Youth Committee: 'The aims of the Youth Movement can only be reached by the young people themselves'.

Youth: Inspiration and Organization

Vivian Ogilvie

Organizing Secretary to English
New Education Fellowship

WITH youth rising to the emergency of another war, we are made aware of how much precious human material we have allowed to run to waste by tolerating conditions that prejudiced a successful passage from childhood into adult life. The Board of Education circular on *The Challenge of Youth* is refreshingly frank about our shortcomings. The widespread desire to make up for them is full of healthy promise.

But at the moment we are floundering. It is idle to pretend otherwise. In all the discussion and improvisation is there not a great deal of confusion regarding both ends and means? Is there not perhaps some lack of candour even?

One symptom of the plight of youth has been its aimlessness. There was little *élan* and a lot of 'mucking about'. Many young people were drifting without a purpose strong enough to galvanize them. Since the black-out, the closing of clubs, evacuation, and the general unsettlement this has become more serious for those who are too young to be absorbed in the war effort. The increase of juvenile crime contrasts with the decline in adult offences. The time and energy of adults are pretty fully engaged; youngsters are kicking their heels for hours at a stretch.

No wonder we sigh for some great wave, some 'movement', to sweep through the young. The name 'Youth Movement' is bandied about, as though we hoped by pronouncing the magic word to conjure up the reality. But, as a description of the attempt to co-ordinate our miscellaneous youth organizations into a coherent national pattern, it is false. There is a difference (as Circular 1516 admits) between 'a movement for youth' and 'a movement of youth'. Only the latter deserves to be called a Youth Movement, and that is what we have not got.

The essence of a Youth Movement is that it springs from the aspirations of youth itself. Its members will be conscious of themselves as youth; even, it may be, in revolt against their

elders. They will avow their solidarity with one another, undivided by barriers of class, sex, or education. They will be intellectually aflame and romantically devoted to an idea. They will be convinced that they are witnessing the springtime of a new world, when to be young is very heaven.

The classic instance is the German *Jugendbewegung*, which deserves very careful study.¹ Its history falls into three phases.

(1) The *Wandervögel* started when, shortly before the turn of the century, a group of Berlin lads broke away from the sedate Sunday afternoon walk of the family in its best clothes to spend their free time tramping the countryside in search of a more natural life. Others followed their example and a considerable movement developed. Out of it grew the youth hostels, which played such a great part in facilitating youth activities. The first was opened in 1909. By 1913 there were 83, by 1932 as many as 2,124.²

(2) The various groups that came into being felt that in essentials they were agreed. They were in revolt against the standards and goals of Wilhelm II's Germany—its materialism, philistinism, narrow nationalism and chauvinism, its stuffy bourgeois life, its student conventions of drinking and duelling, the dull cramming which it called 'education'. They had a vision of a life with sap flowing through it, a life of comradeship and discovery. But they had never presented a united front to the world until, in 1913, a summons was issued to the young men of Germany to join in celebrating the centenary of the Battle of Leipzig. Thirteen youth groups, calling themselves 'Free Germans', held instead a gathering which repudiated this official patriotism and all it stood for. On the night of October 11th-12th two thousand young men and women met

¹ See, e.g., Alexander and Parker, *The New Education in the German Republic* (1930), Gooch, *Germany* (1925), and Booth, in the *Hibbert Journal*, April, 1924.

² The Nazis claimed in 1936 that as a result of the "fresh impetus and new life" they had given to the movement there were then nearly 2,100 (*German Youth in a Changing World*, a propaganda pamphlet).

on the Hohe Meissner mountain by the light of fires. They claimed the right of youth to be, not a mere transition, but a period of life with a value of its own and a part to play in the regeneration of the country. Alas, before another year had gone round, its crusade and its search for new ideals were interrupted by war.

(3) Thousands lost their lives in the war. Thousands more returned weary and without faith. Amid the cruel realities of defeat it seemed unlikely that the Youth Movement would come to life again. But, at the first sign of quickening, youth seized on the hope that the new Republic offered. It was largely from the idealism of the Youth Movement that educational, social, and cultural reforms took their impetus. Men and women who had been in it before the war, now sought to realize their dream of renewing and humanizing German life. A new generation of youngsters filled the ranks.

In its broadest compass the *Jugendbewegung* touched millions of young men and women. Political and religious organizations contributed their contingents and the State lent its support, financially and otherwise. As organization proceeded, however, the picture changed. A Youth Movement must come to an end some day, as those among whom it arose grow up. Later generations have other views and desires. By 1927 the federated Youth Organizations embraced four million members, but it was disputed whether more than the 30,000 who belonged to groups without political or religious attachments constituted a true Youth Movement. The *Jugendbewegung* as such died. It bequeathed to the nation a multitude of youth organizations, more or less influenced by its ideals, in which about 50 per cent. of male and 30 per cent. of female youth were enrolled. Its spirit lived on more distinctly in a general cultural movement.

What the Nazis did was to take over the existing organizations, weld them into one, and change the personnel of leadership, the ideological content, and the range of activities. For a moment the superficial observer might suppose that the Hitler Youth was a revived *Jugendbewegung*. The young undoubtedly received a fillip from the revolutionary excite-

ALL BOOKS

mentioned in

NEW ERA

or any other paper
can be obtained from

COLLET'S LONDON BOOKSHOP LTD.

66 CHARING CROSS ROAD
LONDON, W.C.2

Phone : Tem. 6306.

*We have Special Facilities for Mailing
Abroad or U.K.*

ment and responded to the call to make their country strong again. Like their predecessors of a decade before, they sang, 'Mit uns zieht die neue Zeit'. Nevertheless, as a Youth Movement it was a fraud. It was a systematic exploitation of youth. True, the leaders of it were young in years, but the whole thing was ordered from above, its ideology and activities dictated. It was official and authoritarian. Not to belong meant to spoil one's chances of a career.

With time its attractions palled. The incessant round of physical activities, interspersed with singing evenings and talks on Nazi doctrine, bored the more intelligent. This spiritual and intellectual poverty, the corruption and sex immorality that riddled it, and the failure of the New Germany to live up to its preliminary advertisements led to disillusionment and cynicism among the brighter spirits. When I was last in Germany, in 1938, parents told me of their grave concern. The excessive physical activity was undermining health. The disapproval of intellectual interests was playing havoc with boys' and girls' minds. Only the

HITLER YOUTH

by HANS SIEMSEN

'The steady pressure exercised by the Hitler state on young and malleable minds and its effects are very convincingly described in a book which makes a very illuminating document.'

Edward Shanks (*Sunday Times*)

'Among the hundreds of books published in recent years exposing the Hitler regime, there is surely nothing surpassing this simple tale of the systematic degradation of boys by a political party run by Gangsters.'—*Cavalcade*.

'We know of no book which gives a better presentation of Nazi methods and we commend it unhesitatingly to the attention of our members.'—*The A. M. A.*

2nd edition.

7s. 6d. net.

LINDSAY DRUMMOND LTD.

6/7 Buckingham St., W.C.2

stupid were escaping cynicism and all were tending to become hard-boiled. Promiscuous sex relations, both heterosexual and homosexual, were so general as to be taken for granted. Nothing could be further removed from the fine, if naive, spirit of the old *Jugendbewegung*.¹

But what has all this to do with England? In the first place, the *Jugendbewegung* is full of instruction, for its faults no less than for its merits, as the most outstanding example of a genuine Youth Movement, such as we have never seen. In the second place, the Hitlerian organization of youth is an equally classic study in how not to do the thing. It is wrong in every particular in which it has done more than borrow from what went before. It is wrong in its intention and in its estimate of what youth requires. This is relevant to our British problem because there are signs that some who are planning for our youth fix their eyes on Germany and do not perceive that Hitler's Service of Youth is a bad show throughout.

We cannot call a Youth Movement into

existence by decree any more than a conclave of bishops can order a religious revival. The spirit moveth as it listeth. If the war shakes us up a good deal more than it has done already and the vision of a new society looms up on the horizon, we may yet see British youth on fire to realize it. So far the vision exists only as a yearning in thousands of individual breasts.

This yearning is shared by many young people. Indeed, before the war something like a genuine Youth Movement was stirring among the more thoughtful of them. It is not generally referred to in surveys of the youth situation because of its unpopular political colouring. But the fact is that many serious young people of all classes and both sexes found comradeship and inspiration in political organizations, notably the Young Communist League, the British Youth Peace Assembly, and the Peace Pledge Union. The first two were run by young people themselves and developed a vigorous corporate youth consciousness. Those who took part in this kind of activity were intellectually alive and prepared to give their time and energy to their cause. What they were up to had life in it because it was motivated by a definite idealism. Whether their convictions were right or wrong, they were gripped by the noblest possible ideal—that of creating a better world. This is the positive side of the discontent which has produced aimlessness.

In the valuable January number of *World Review* there is a table of thirteen leading youth organizations, with notes on their work. What criticisms spring to the mind as one glances through them? (1) They reflect the dualism of our society and its educational system. How many boys and girls of the 'public school' class belong to them? On the whole they are meant for the less privileged majority and are not patronized by the ruling class. (2) They are essentially founded and organized by adults. (3) There is a strong suspicion about some of them that they are designed to keep the young out of mischief, especially through physical exercise and religion. (4) The intellectual and creative needs of youth are very timidly catered for.

Since two-thirds of our young people do not belong to such voluntary organizations there is obviously a big job ahead. It is important

¹ Cf. Hans Siemsen's *Hitler Youth*.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

*Illustrated prospectuses gladly sent post free.***A. BROWN & SONS, LIMITED**
5 FARRINGTON AVENUE LONDON, E.C.4

to recognize what we, the voters and taxpayers, can do and what we cannot do. It is up to us to provide place and opportunity on a generous scale; to bridge the obstructive gap that divides 'education' from 'recreation'; to secure for youth, as our national policy, a rich, varied, and comprehensive education in the fullest sense of the word; to dissolve the barriers which hamper a reasonable integration of the existing agencies, whose rivalries and vested interests are of adult origin.

What we should not presume to do is to mould the entire content and life of youth organizations to the pattern of our pet fads and fears. Whatever we do, of course, young people will make some use of what we provide, *faute de mieux*; they will put up with restrictions and pi-jaw for the sake of the ping-pong. But experienced workers agree that youth must run its own show in principle, and this means trusting it with a greater length of rope than many anxious adults would approve.

Apart from the fact that an organization will not come to life on any other terms, this social initiation is an indispensable part of character training and preparation for citizenship. It is an experience which cannot be adequately tasted by the age of fourteen.

Is it necessary at this time of day to stress the point that the development of character, of the whole personality, is a function of the interplay of community living? I fear so, for a plan has been put forward which takes a strangely limited view of character and proposes a training that is individualistic in scope and motivation. I refer to the much-publicized County Badge Scheme.

This unbalanced conception of character

gives a wholly unjustified importance to the will. It holds up the ideal of becoming 'strong', able to resist, to endure, to master oneself. Only by undertaking a rigorous self-discipline can one achieve that iron will which parries every temptation to ease and sloth. This is all very well in its place, but as a scheme of character-training it is pernicious. The very pre-occupation which it posits is fatal to an all-round development. It often cloaks an unconscious servitude to an uncriticized impulse of self-assertion. We know the type it produces—the Spartan as contrasted with the Athenian. As McDougall says, 'Such moral athletes are the victims of an ideal of character which, admirable as it is, tends to make a narrow, hard, and unintelligent personality'.

The doctrine has been revived in our midst as a proposal for making us a match for the Nazis, to whose ideas it is basic. But I doubt if we need to be injected with rabies to cope with this mad dog. For this solemn cult of self-mastery and the iron will has been a recurrent curse to the Germans for generations. I rather fancy that Germans suppose one ought to will at every moment of one's life, in order not to lapse into happiness. 'The regimen and philosophy of Germany', observes Santayana, 'are inspired by this contempt for happiness, for one's own happiness as well as for other people's. Happiness seems to the German moralists something unheroic, an abdication before external things, a victory of the senses over the will. They think the pursuit of happiness low, materialistic, and selfish. They wish everybody to sacrifice or rather to forget happiness, and to do "deeds".'¹

It is not surprising that the training and tests which are to give us a Spartan élite are mainly physical. Nor is it surprising that some lads who attended the experimental course took it, quite simply, to be a form of pre-military training. The advocates of the scheme claim that it has an intellectual and moral content. I have read all I could lay my hands on, but I have not tracked down the intellectual content, unless by this is meant the mental exercise involved in such activities as planning and carrying out an expedition. The moral training will be lop-sided. Much more is

¹ See his *Egotism in German Philosophy*.

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

needed to make a character than this routine of sprinting, swimming, jumping, and javelin throwing. The psychology implicit in this doctrine is very crude. After all, we do know something of the delicacy and subtlety of adolescent development—enough to understand that the relation between bodily training and spiritual training is not one of automatic parallelism. Physical courage does not of itself confer moral courage, physical adventurousness mental adventurousness. It is no use talking as though a tight-rope-walker must *ipso facto* have a balanced mind and an equable temper.

Undoubtedly modern youth needs greater scope for physical development and the wisest help that can be given. The patent danger is that this side will receive all the attention and all the subsidies. There are excellent points in Mr. Hahn's recommendations, but their defects are dangerous because, it seems, an attempt is being made to foist them on the country as a complete and sufficient whole. From other quarters likewise the physical side is being pushed assiduously. We can only hope that all this zeal will bear fruit in a liberal provision for the health of our boys and girls.

In the meantime it is well to remember that a stultified mind can exist in a healthy body. At the N.E.F. Conference in Melbourne in 1937 a Japanese spokesman uttered these memorable words: 'Alarmed by the spread of Marxist thought after the war, the Japanese Government decreed a great sports campaign. The results you have seen'. We have indeed. British youngsters still have minds and my belief is that these minds are hungry. During the past year I have met a number of widely different youth groups in the London area—black-coated workers, manual workers, toughs. What has struck me most is this hunger. Some are already reading and discussing, others groping because school has not given them the clues to follow up. They want something more

than dancing, billiards, keep fit, etc. They will respond if you are open with them and if you start where they are—with the cinema or with the practical problems of the life they know. They are dimly aware of the real things, the urgent subjects that lead straight into controversy. Unless we have the courage, like our American friends, to tread dangerous ground with them and are prepared to be very simple and frank, they will turn aside in despair.

I believe our young people want to think and need our help. Youth groups have asked me to talk to them about such subjects as: Germany, Psychology and War, Education and a Better Society, Equality and Personal Relationships, Art. Their choice of subjects does not indicate aimlessness. Even the wish to make terms with Art had purpose; it arose out of a series of discussions on 'The house I want to live in.' My impression is that our techniques are at fault, and that leads us back into the school.

If we are to offer youth a satisfying and truly educative life, we must consider all its needs—intellectual, spiritual and creative, as well as physical and moral. There must be a new integration in which 'school' and 'out-of-school' learning and recreation lose their separateness and merge into a whole. With this as our aim we can foster a living movement *for* youth. It is beyond our power to create a movement *of* youth, but if in the present crisis the old men begin to dream dreams, the young men may see a vision that will evoke an outpouring of their untapped creative energy.

PAPER ECONOMY LABELS

For repeated use of old envelopes.

250 for 3/6; 500 for 6/-; 1,000 for 10/-.

Post free. Cash with order.

A. W. FORD and Co., Ltd. (Dept. N.), Bristol 1.

Educational Reorganization— A Suggestion in Note Form

H. G. Stead

Education Officer, Chesterfield

1. Two aspects of the educational problem of the time press more and more insistently for a solution :

(a) The need to remedy the loss of education suffered by many children during the war ; to restore educational facilities now, and to devise a method whereby adolescents are under sound guidance during war years.

(b) The need to plan educational advance in order that the post-war generations may be fitted to cope with the tasks which will confront them.

2. These are not separate problems but two aspects of the same problem. If the post-war generations are unfitted for their task, the effort of winning the war will have been in vain. The task is that of how to use *education* as a weapon in the armoury of a developing democratic State. The totalitarian states have successfully used *training* in the service of their aim. The democratic state has to find the answer.

3. The present proposal is that the school leaving age should be raised immediately to 16 years, but that for the duration of the war exemptions should be granted at the end of any term after that in which the child becomes 14, subject to two conditions.

(a) That there is suitable work available, but that the hours of such work shall not exceed 34 per week (open to discussion as to actual hours).

(b) That any child so exempted shall attend at recognized youth activities (evening classes, clubs, organized games, food production, youth service corps, preliminary training for A.T.C., etc., etc.) for at least three sessions of two-and-a-half hours each per week.

4. This would entail certain changes in the organization of the schools. At present they are used for a variety of purposes in the evenings, and these activities are largely un-co-ordinated. It is suggested that schools should be open for three sessions per day—morning, afternoon and evening—and that full-time teaching service should be ten attendances per week as required. Any organized game on Saturday morning or afternoon should, of course, rank as a session. In general, the evening and Saturday sessions would be devoted to Club work, evening classes, guilds, societies, organized games, etc., and all young people granted exemption would be required to attend three of these. All activities would not, of course, be held on the school premises. There would be 'extra-mural activities' in club rooms, halls, on playing fields, etc. The school week for ordinary scholars would remain as at present.

5. The scheme would involve some adjustment in financial aid from the Government, but there is no unsurmountable difficulty here.

6. The advantages of the scheme are :

(a) It involves no building scheme now ; it uses existing accommodation to the limit.

(b) It provides continuous and varied education for all adolescents from 14 to 16, and ensures some control of their development during these vital years.

(c) It would provide an opportunity for research and experimental work which would be of great value when the age of leaving was finally raised without exemptions.

(d) It does not prejudice the ultimate raising of the age, but prepares for it.

(e) It widens our concept of education and combines efforts of the school and community in a purposeful partnership.

(f) It adds to the status and dignity of teaching. Evening classes would no

longer be staffed by teachers who have already done a full day's work.

It would co-ordinate the many youth schemes now put forward and would ensure co-operation between them instead of competition.

- (g) It ensures suitable leaders and instructors for club work and permits the utilization of the services of specialist part-time teachers where necessary.
- (h) It renders possible the exchange of teachers between school and school for specialist purposes. It enables the young teacher who specializes in P.T. to be absorbed in other activities as he grows older.
- (i) It would make possible the abolition of separate fees for different activities and 'letting charges' when the Authority in one capacity lets schools to itself in another capacity, or to other bodies.

(j) It assists other schemes—communal feeding, industrial guidance, etc.

(k) It would make it possible to carry out the clerical work at the schools, and to leave administrative staffs free to plan and co-ordinate.

(l) Above all it is a planned scheme and not a piece-meal one.

The main objections would be :

- (a) Some teachers would lose evening school fees.
- (b) That it involved some measure of compulsion.
- (c) Prejudice and tradition.

(a) can be overcome by amending the salary scale; (b) is inherent in all compulsory education, and (c) is ever-present in any educational situation.

Notes on some War Games

Brian Stanley

BELOW are printed some children's games. They are closely, horrifyingly connected with the War. Anyone can make up such games. I made these up myself, with a standard book of party games for reference; I made them up merely as an exercise.

The way in which they differ from the games in the standard book is in their connection with the war. This is what needs excuse, and is my justification for submitting the games, which are given only as an illustration of my thesis, which is that games about shelters and Messerschmidts are proper activities for children in wartime.

First, then, why does an adult turn away from such games? It is because he wants to shield the child from the War. Not only is war horrible, like the scenes of the knacker's yard from which one would naturally protect a child, but the fact of war carries with it for an adult a load of ready-made emotional attitudes more disturbing than realities have so far been. Thus while on one hand he feels that so tender a thing as a child should have only gentle things round it (a view which has

**Professor of Education,
King's College, Newcastle-upon-Tyne**

produced some of our less happy anthologies of poetry for schools), on the other he shies away from signs of war wherever they can be avoided, trying to shield himself from it, trying to make it into a bad dream. He feels responsible for the man-made failure and mess of it all, and ashamed of it before the child.

Secondly, why is this attitude of the adult inappropriate? Because children's activities should not be governed by the complexes of the older people with whom they live but should as far as possible give discriminated scope for spontaneity.

In the third place, if we have reason to suspect our natural distaste for games dealing with the war, can we say that such games are good? Most of us believe in the perfectability of man, that man, as it were by definition, has it in him to be perfectly man, and tends to grow towards perfection, if not hampered. Therefore one should interfere very little with what a child naturally does. Play is both formative and cathartic for children; in adults it performs these and similar functions less powerfully, less frequently and with much



★ 'To the Future!'

You have planned great futures for your children and are determined to do all you can for them. **LITTLE DOTS PLAYWAYS** can help in their important formative years. It features for the under-tens suggestions for things to make and do. Simple nature notes, hints on pets—pages of constructive ideas. **PLAYWAYS** is a *happy* little magazine with pictures, verses, and stories that even the tiniest ones will love. Look out for the April issue, with its grand new full-colour cover.

If you have difficulty in obtaining a copy, send 3d in stamps, for the April number to Dept. NE341, 4 Bouverie-street, London E.C.4.

3d

monthly



of all newsagents and bookstalls

LITTLE DOTS PLAYWAYS

less absorbing fantasy. Children's fantasy is an outlet through reality; one does not seek to deter a child who after a railway journey wants to be an engine-driver, or after an air raid says, 'You be mother and look after the children and I'll be father and do the tea and the incendiaries'. Children are already playing such games, just as adults in areas of comparative safety are marching up and down their streets at night playing at Blitzes. Both adults and children are giving their systems what their systems are crying out for, and good fire-watchers (and what educationist is not a fire-watcher in these days?) should not go near the pit where lies, amongst other things, the Victorian fiction that *good* little boys and girls like to spend Sunday with a nice book.

Spitfire and Messerschmidt. All players but two, the Messerschmidt and Spitfire, distribute themselves all over the room. While they do so the Leader tells one player that he is the Messerschmidt; no one else knows that he is taking this part. When they are all well distributed the Leader appoints one player as a Spitfire; the rest are clouds and not allowed to move.

In the first part of the game the Spitfire runs

round touching the clouds in an attempt to find which is the Messerschmidt; only when the Spitfire comes near him does he reveal himself; after that the Spitfire chases him among the clouds; if the Messerschmidt is touched then he is caught and the Spitfire has won; he is allowed only one minute from the start of the game. When the game is over the players run to walls and then once more take up their positions as clouds; the Leader moves among them talking to them and under cover of this appoints one the next Messerschmidt.

Shelters. Five to seven players are appointed shelter wardens and given a card with a notice 'Shelter for six persons', 'for four persons', etc., or merely a number. They stand as far apart as possible in a line across the middle of a room, holding the cards above their heads facing to their rear. The players are lined up against the wall facing them. When the alarm is sounded the players try to get into the shelters, *i.e.* to stand behind the wardens. The number of players should be slightly more than there is accommodation for; players who find no shelter or who are at the end of a line too long to be accommodated in the shelter are out. Successful players then return to the end of the room and the leader redistributes the cards among all the wardens but one, who is withdrawn and given his turn as a player. The game ends when there is only one shelter warden left.

Fighter Escorts. The players are divided into two equal groups. In one group a certain number of bombers are chosen, such that each bomber can have an escort of six or eight fighters. Bombers advance, encircled by fighters, who hold hands in a ring round their bomber. The bombers try to bomb (by touching) some objects in the

room set them by their leader and known to them and their escorts but not to the other half of the players, who are fighters in defence; their object is to destroy (by touching) the bombers before they reach their objective. Fighters in defence can act in co-operation, but may not join hands.

Association for Education in Citizenship

WE have lately received many interesting accounts of the work our members are doing in connection with education for citizenship. We should be most grateful if those who have not yet written to us, and are engaged in developing experimental aspects of this work, would let us hear from them both now, and at frequent intervals in the future.

Membership. We are having a great struggle to get our own records right after the destruction caused by the bombing, and should be most grateful if therefore every member would send us a post-card, with their names, present and past addresses, their present occupation, and if possible the month in which their subscriptions are due. The present address is 19 Wellgarth Road, London, N.W.11 (Telephone: Speedwell 1294).

It is inevitable that war conditions should have caused some of our members to drop out—and it will be of the greatest value if all our members will do their utmost to introduce new ones. We can still offer all the services we gave in peace time. The Library is being reconstituted, and a new catalogue is being prepared.

Publications. The booklet *Roads to Citizenship*, which deals with informal methods of Education for Citizenship, is being asked for by many Youth Committees. The more it can be pushed by those dealing with young people, either in or out of school, the better. We are always prepared to send sample copies without charge.

Other recent publications include notes for study circles, one on *Democracy*, and another on *Houses, Towns and Countryside*—which deals with the housing problem of the present and the future. We are about to prepare notes for a third on Educational Reconstruction, which refers in particular to *Educational Content and Education for Citizenship*.

The pamphlet on *Discussion Groups and Education for Citizenship*, which we have prepared and which the War Office is to circulate to all Educational Unit Officers, is now in the printers' hands, and has had added to it a bibliography of books and pamphlets on current affairs. It should be of use to all those handling these subjects with older children or adults. The bibliography is so arranged as to differentiate between books and pamphlets under 2/6 and which are therefore within the reach of members of a study circle, and those which are more expensive and could probably be bought for the leader.

Study Groups. Now is the time to start forming study groups. Organizations or individuals wanting either assistance, or to be put in touch with others similarly interested, are invited to let us know.

The Association has co-operated with the *New Era* in organizing a group to study the Content of Education, and Curriculum Reform. We have long felt the need of a drastic change—especially in regard to over fourteens—as a condition for really satisfactory education for citizenship.

March 3rd, 1941.

Eva M. Hubback, Hon. Sec.

Book Reviews

Offensive Against Germany, by Sebastian Haffner. **The Lion and the Unicorn**, by George Orwell. (Searchlight Books. Secker & Warburg. 2/-.)

How can we win both this war and a better world? To this burning discussion these two forcibly written books are valuable contributions. Both authors write in terms of to-day, not of the day before yesterday, and they do not mince their words.

Mr. Haffner's concern is how we can wage the psychological war against Hitler—a game at which we have so far been tragically inept. His analysis of the German character and of the psychological state of the German people now, 'Victorious Germany, Land of Gloom', seems to me true and desperately important. He is convinced that we have the chance of undermining their moral, just as Hitler has done that of other countries. What he

says should be read by those who are tempted to damn the whole German people with one grand self-righteous damn and carry on as though this were an old-fashioned history-book war. We have to grasp the meaning of a 'war of ideas' and exploit the realities of the situation. Mr. Haffner's practical suggestions as to how this can be done should receive instant attention.

The unarmed peoples of Europe, now under Nazi rule, cannot revolt until Hitler begins to totter in Germany. That is why the psychological war must be directed primarily at the German people. But the other peoples will have their turn, and it is for us to inspire them with a solid hope. If we are to do so, we must recognize that the old system of sovereign national states cannot be restored. People want a security which, as has been proved, they cannot provide. Hitler has unified the greater part of Europe and made of the *status quo ante bellum* a

museum piece. The only course open to us is to hold out the prospect of a fresh and inspiring alternative to Hitler's New Order.

Whether Mr. Haffner's particular ideas of a new European Order, imposed by Britain and directed from London, will do, is disputable. Is this what the European peoples would welcome? Would the British people desire it? I do not feel happy about the last 17 pages of his book. I am sorry that he proposes erecting a Free German Government in London and combining the 'provisional' foreign Governments into a Free European Cabinet. Are the exiled politicians over here in a position to represent the opposition to Hitler in their several countries? I do not like the scheme set out on pages 123-4. Fortunately, however, these detailed proposals do not affect the validity of Mr. Haffner's general argument.

Mr. Orwell analyses the British character and way of life with insight and humour. He ticks us all off—from Blimps to Bloomsbury—for our respective shares in what has gone wrong. His castigations are so often deserved that we cannot get away by rounding on his occasional injustices. Having spanked us, he describes the exciting emergence since the war of an extensive non-party acceptance of the necessity for a better society—not merely a vague ideal, but something concrete and fairly specific. He argues that only by reconciling patriotism with intelligence and undertaking a genuine social reconstruction at home and in the Empire can we win this war. It is a measure of the advance which has taken place in ordinary people's minds that his six-point programme will only alarm the small minority of incurable die-hards.

Mr. Haffner's eyes are on Europe, Mr. Orwell's on Britain and the Empire. Each supplements and to some extent corrects the other. Faced as we are with the obligation to see as much as we can of a world-wide problem and use all our wits in tackling it, these two courageous books will help us. *V. Ogilvie*

La France et l'élève Robinson, by E. J. Wright (University of London Press), and **Gai, Gai, l'écolier** (Evans Brothers Limited, 1/3).

La France et l'élève Robinson and *Gai, Gai l'écolier* are

both French books for English children between the ages of 11 and 13. Both are intended for the same purpose—to teach the French language—but they have tackled it from a different angle.

La France et l'élève Robinson describes the life of a French child seen through English eyes and is written in a far more serious manner than *Gai, Gai, l'écolier*. The poems selected by E. J. Wright are well chosen to illustrate the events in the story and most of them are good French poems often learned by the native children. In a somewhat dreary way the author is more of a friend than an instructor; his references to history are casual, perhaps a bit too casual. Unfortunately because of present events in France, this book has dated and even the photographs of monuments, pictures, etc., already seem strangely remote. *L'élève Robinson* is the sort of competent text-book which, though in a different form, has been used for many years.

As to *Gai, Gai, l'écolier*—here we have something quite new. It is 'fun', not 'work', and yet I believe it will attain the same results as the old system. The child's interest is held throughout by variety and a strong human touch. The photographs themselves seem to be the essence of 'Le Beau Pays de France' and one feels in them the sun, the life and perhaps all that France means to those who knew her well. These pictures and the text cannot date, and so to the young and the old the book has freshness and life.

The poetry is not as good as one might have expected, by the vocabulary exercises and the old French songs make up for this deficiency. The humour in the sketch 'La T.S.F. en famille' is French, and the last long story is of the type that children love, with a thrill and an unexpected ending.

And so,

'Gai, Gai L'écolier,
Vous allez vous amuser,
Gai, Gai, L'écolier,
Mieux vaud rir que pleurer.'

which appears on the title page is very true, and Evans Brothers Ltd. have a good French text-book for sale.

Léah Lourié

Directory of Schools

MONKTON WYLD SCHOOL
NEAR CHARMOUTH DORSET

Principals: Eleanor Urban, M.A.; Humphrey Swingler, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

PROSPECTUS FROM THE SECRETARY

Directory of Schools—continued

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursar

All further particulars from the Headmaster

A NEW SCHOOL IN LUNESDALE Wennington Hall, via Lancaster

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. *Fees :* £90-£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.
(Tel. : Hornby 266.)

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

KING ALFRED SCHOOL

NOW AT

**Flint Hall Farm, Royston,
Herts.**

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Hand-craft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals : Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : **F. A. MEIER, M.A.(Camb.)**

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster:

JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age on admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : **MISS CHAMBERS**

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

HUNSDON HOUSE SCHOOL

12 Manor Road, Headington, Oxford

Children are allowed to develop at their own pace, through their own natural interests and activities.

Ages 2-12.

THE SCHOOL COMMUNITY, Alderwood,

Greenham Common, near Newbury,

is a small community where grownups and children are fellow learners, sharing experience in home, school, garden, Safe area. Vegetarian, food reform, increasingly own produce. Present age limits 4-12. Moderate fees.

BRYANSTON SCHOOL

BLANDFORD, DORSET

Headmaster : T. F. COADE, M.A.

SEVEN SCHOLARSHIPS (£80-£30), including a MUSIC SCHOLARSHIP (£40) and SOME COMPETITIVE BURSARIES value £50 will be offered in May 1941. Awards tenable for four years. Boys should be under 14 on June 1st.

Fees 155 guineas per annum, inclusive

Full particulars from the Headmaster.

BEVERLEY SCHOOL, ABERFOYLE

has moved to larger premises at

Clunes Lodge, near Blair Atholl,
Perthshire

and has vacancies for boys and girls 2 to 9 years. Ideal surroundings, outdoor activities, music and art.

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

*Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.*

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A. ; AGNES E. CRANE.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages.
Modern dietary.

Mrs. E. PAUL, Ph.D.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

Directory of Schools—continued

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress: Miss Warr.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond, S.R.N.

ST. CHRISTOPHER'S, Great Missenden, Bucks. Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. Apply Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL**, now at **SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls, Lower School. Boys and girls 4-10. Boarding and Day.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. Apply Principals.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organising experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

WOMAN TEACHER, experienced with Kindergarten and Junior work, seeks post in Co-Educational School in September. Modern school furniture, apparatus and books for 17 children will be available for use. Box 224.

'JOYFUL RECREATION' through gymnastics is motto of a teacher seeking post to teach gym, with and without music—tambourine, percussion instruments—rhythmic movement. Box 223.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams: CHISWICK 6011

Annual Post Subscription: 8s. (\$2.50). Single Copy 6d. (8d. post free); 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

Published by the New Era, 29 Tavistock Square, London, W.C.1, and printed by A. Brown & Sons, Ltd., 5 Farringdon Avenue, London, E.C.4. and Perth Street West, Hull. Entered as second-class matter, September 23rd, 1930, at the Post Office at New York, N.Y., under the Act of March 3rd, 1878 (Sec. 397. P.L. & R.).

Printed in Great Britain.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR
PRICE 6d.

MAY 1941

Assistant Editor—P. VOLKOV
Volume 22, Number 5

MINIMAL DEMANDS OF THE CHILD UPON THE COMMUNITY—V

	Page
WHAT THE STATE OWES TO THE DELINQUENT CHILD.....	Margery Fry 93
THE NEEDS OF MENTALLY DEFECTIVE CHILDREN.....	Isabel M. Laird 98
THE PARTIALLY SIGHTED CHILD.....	B. Ethel Young 102
THE DEAF CHILD.....	May Elliott 104
A NOTE ON THE PRE-SCHOOL CHILD.....	Gwendolen E. Chesters 106
BOOK REVIEWS	108

What the State owes to the Delinquent Child

Margery Fry

THE delinquent child is of considerable importance to the State from his unfortunate tendency to grow up into an adult criminal. By no means all delinquent children do this. In the year 1938—the last for which we have figures—about 1168 children in every 100,000 under seventeen were convicted of indictable offences (not always such gross matters as the official designation would suggest!), whilst for people over twenty-one the corresponding figure was 334; that is to say, more than three times as many children as grown-ups were guilty of these offences. So delinquency in childhood need not mean criminality later. Still, if a proportion of

delinquent children is destined to 'be in trouble' in after years, the problem of their treatment remains of obvious importance. And now, since we shall have for convenience to speak of criminals and delinquents (using the word to describe those who actually break the laws of the land) let us pause for a moment to get our ideas clear.

A criminal is not necessarily, though he is sometimes, an outstandingly 'bad' man. If one measures 'badness' by what is perhaps the most satisfactory standard, the causing of needless pain, annoyance, or degradation to other people, it is clear that many forms of wrong-doing of which the law can take no

notice are more 'wrong' than many which constitute even grave offences. The man or woman whose selfishness or jealousy or love of power spoils life for all around them may well, by this standard, be worse than a man who forges a bank note. The criminal is distinguished rather by his 'nuisance value' than by his wickedness. It is a difficult affair for human beings to live together upon a given territory. We are neither completely social, herd-dwelling animals, nor completely individual lone-livers. Endless solutions of the problem have been tried, plan after plan has been made for the rules by which man must, at least tacitly, agree to live, if any freedom to attend to one's own concerns is to be maintained. Undoubtedly some systems seem inherently better than others, where all are very far from perfect; some suit particular stages of development, particular races, particular climates even, which would be disastrously unfit for others; some contain laws so bad that good men may find themselves driven into 'criminality'; all favour certain classes of the community at the expense of others.

But whilst it is essential to criticize, to amend, and adjust the system under which any community lives, it is also essential that some system be upheld, and the person who tries to live by a code of his own is bound to be in for a bad time.

The better the legal and social system of a country, the fewer will the people be who fail to adjust themselves to a reasonably happy life within it—happy in the sense of unfrustrated fulfilment of their native possibilities. It is a heavy charge against our own society that such fulfilment is impossible for so many.

The delinquent child is the young human being who is failing to fit itself into the social world in which it finds itself. We see that such a failure may come from the inability of their world to satisfy the normal needs of human beings, or from the fact that the child itself is specially unadjustable.

It seems as if the title of our enquiry ought really to be enlarged into 'What the State owes to *all* children to give them as full possibilities of life as possible', and 'What the State owes to itself in the treatment of unadjusted children so as, if possible, to prevent their

becoming a risk and a nuisance to society as adult criminals'. Obviously a complete answer to the first part of the enquiry would give us a clue to the most important way of reducing crime to a minimum. Obviously, too, if we were starting with a clear field and unlimited resources to build a model society this is the aspect of the question to which we should attach most importance; just as, in those imagined circumstances, we should spend far more thought on planning a balanced diet for all citizens than on building hospitals to cure the diseases of malnutrition.

The objection 'Why bother so much with the sickly, the afflicted, the delinquent, when so much remains to be done for the healthy, normal, well-balanced?' has some weight, though I have noticed that it is generally put forward by people who are not conspicuous for spending much time or trouble on either class of need.

But the fact is, we are *not* starting with a clear field, nor with comprehensive plans for a better society, and in the meantime, if we are to save individual lives from disaster, we must go on with patching and mending on the lines of our second enquiry, at the same time that we make efforts in the larger field.

In that larger field the time is over-ripe for action. Many of the known causes of delinquency are only exaggerated forms of widespread deficiencies:—poor health, untreated shortcomings of sight or hearing, lack of training in school owing to poor equipment, or, far more seriously, to overworked, or ill-trained or badly-chosen teachers, or (though now to a less frequent degree) to educational courses unadapted to children's interests and abilities, unsatisfactory and monotonous work for older boys and girls, out-of-school employment sapping their vigour for younger children, all these, as well as the sheer deprivations of downright poverty, play a part in making delinquents of children who are not by nature specially unable to accept the standards of good citizenship. There are less obvious causes too in the predominantly urban character of our national life, giving no outlet to the instincts we all inherit from less sophisticated times. Probably, if the need to 'go wild', to fend for oneself, if only in play, in primitive

ONE TOUCH OF NATURE

Compiled by

F. W. TICKNER, D.Lit., B.Sc.

A LITERARY NATURE READER

This book contains short biographies of six famous nature lovers and includes selections from their works.

The authors included are :

WILLIAM HENRY HUDSON

JEAN HENRI FABRE

RICHARD JEFFERIES

W. WARDE FOWLER

EDWARD THOMAS

GILBERT WHITE

Gift Edition 2/6 net.

GARDEN SCIENCE

By

JOHN GRAINGER, Ph.D., B.Sc.

This book is designed to meet the needs of amateurs, horticultural students, and pupils in school gardens: Characteristics of seed propagation, vegetative propagation, plant growth and its control by the gardener, problems of plant sterility and of pest and disease control are discussed. A chapter is included on planning educational gardens.

Cheap Re-issue 2/6 net.

UNIVERSITY OF LONDON PRESS, LTD.

ST. HUGH'S SCHOOL, BICKLEY, KENT.

surroundings, could be assuaged, even for a few weeks in the year, we should have far less trouble from all our children through petty depredations in our towns, and grow a generation of healthier, more self-reliant young people. I stress this matter particularly now, since already the war has brought us to a point where it is improbable that large country estates will ever again be affordable by anything like the number of their former owners. If, in the era of building which is certain to follow the end of the war, all these estates come into the market and are broken up, we shall lose for ever an invaluable opportunity of giving back to our town children, even if only in small, concentrated doses, some of the precious things of which our crowded cities deprive them. The State should at once set about acquiring and conserving some of them for this purpose.

But we must turn now from the question of what the State owes to children in general and consider more closely its debt to the definitely delinquent. It is not so long ago since the only answer to this question was

'Severity'. We have, it is true, left behind by some hundred years or so, the gallows and transportation for unfortunate urchins. But let us remember that it is not thirty years since young children were liable to find themselves in prison. I remember one ex-prison-governor telling me of the official rebuke he drew down upon himself for 'confining two prisoners in one cell', because he took pity on weeping twins of eleven and allowed them to spend the night together. And the birch-rod is still regarded by some (though a dwindling number) of our magistrates as the most wholesome medicine for boyish faults. Something of the old spirit still lingers in the fear lest humane methods be taken as an inducement to law-breaking. I well remember as a child feeling that the petition in the Litany which (as I misunderstood the words 'reward us not after our iniquities') guarded us against preferential treatment of wrongdoers was somewhat superfluous. But a good many people are inclined to address to the State a similar warning, and indeed, if you consider the offence rather than the offender, a *prima facie* case can be made

out for the view that the delinquent child should have no special advantages. It would be true to say that in many, perhaps most, cases the treatment accorded to delinquents is not felt by them or their parents as an advantage, especially when it involves sending to a school, more commonly called 'putting away'. But this argument is rather beside the mark; the dread of the court's verdict is in part based on sheer ignorance, in part on the tradition of past conditions, in part on the actual discomforts it involves, and were the dislike of remedial measures to be quite removed the case for special treatment of the delinquent child would stand unimpaired. For it is really based upon the duty of the community in one generation to the community in the next, the obligation, as yet imperfectly recognized perhaps, to leave our successors as few burdens as may be. Now the adult criminal is, as we have seen, a nuisance and a burden. Not all criminals are 'habituals', and many give up their anti-social ways as life goes on, but it is admittedly far harder to make a fresh start in adult life, and both the cause and the possible cure of misfits are more easily discovered in childhood than later on. In this early diagnosis and in treatment founded on experiment and observation lie the great hope of dealing with these difficult children in the future.

At present, it is true, psychology is in its infancy (as the lives of sciences go); it is, as is natural where so little time for checking hypotheses has gone by, the battle-ground of conflicting theories. There is a dearth of really well-trained, experienced and able practitioners, so that an all-embracing promise of psychological investigation into every case of a child offender would result only in a most perfunctory examination by a well-qualified man or woman or by the admission of ill-qualified practitioners who might injure at once their patients and the reputation of the science. But already many courts are making good use of the services of child guidance clinics or of individual psychotherapists. Unfortunately the war has stopped—along with how many other schemes for social betterment!—the movement for the provision of special observation centres (on the model of the

The First Five Years of Life

The Pre-School Years

**A Guide to the Study of Early
Child Development.**

An important book from the Yale
Clinic of Child Development.

2ls. net.

Spoken English

Edited by

J. COMPTON

A book on Speech-training carefully
planned to help the 'non-specialist'
teacher.

6s. net.

METHUEN

well-known Belgian institution at Moll) where difficult children could be carefully watched during a long enough period of time to allow of real planning for a curative future. Such institutions must be an integral part of any satisfactory scheme for dealing with children who come before the courts, but they will merely form a façade unless they are used as the entrance to a co-ordinated and classified system of re-education.

It would almost certainly be found, as in Belgium, that some children could after treatment, and after explanation to their parents of the particular features of the case, be best dealt with in their own homes, probably under the superintendence of a probation officer, or of a specially qualified visitor. Parents are often genuinely troubled about their ugly ducklings and ready to welcome advice and help over the period of fledging. But there are other children whose difficulties are the result of really bad homes, of neglect, unkindness, tyranny or downright criminality.

We are too apt to jump to the conclusion that an Approved School is the one inevitable

JUVENILE DELINQUENCY

J. A. Bagot, M.A.

*Introduced by D. Caradog Jones,
Reader in Social Statistics in the University
of Liverpool.*

Much light on the position (the juvenile delinquent) is shed by a study which has been made by Mr. J. H. Bagot and issued under the auspices of the University of Liverpool. *Methodist Recorder*

With diagrams

Demy 8vo 5s

JONATHAN CAPE

Thirty Bedford Square

treatment for such cases, whereas, in fact, it is *individual* affection and control, even the feeling of individual importance in the tiny community of the household, which is what they need. The pros and cons of billeting have been endlessly discussed in connection with evacuation, but when all allowance has been made for failure, and for foster-mothers worn to skin and bone by difficult youngsters accepted as a public duty, there yet remains a surprisingly large number of cases where the children have both brought and received happiness, and where women who have either never had children, or whose children have grown up, have shown a genius for vicarious maternity and have known a profound satisfaction in exercising it. From amongst such women it should be possible after the war to find enough to form a national panel of foster-mothers with special aptitude for managing difficult children. This would allow of a wide extension of the plan, already so successfully used in some places (notably in Manchester) for allowing delinquent children to find good citizenship in the normal surroundings of a

kindly home. From such a home, he or she takes a natural place in a world already familiar, as an adolescent, and later as a grown-up person, without the dislocation which too often follows the end of education in an Approved School. Many boys and girls come to grief again after excellent careers in such schools, probably because the change of surroundings and discipline is too sudden. The gradually loosened control of good foster-parents gives a more natural transition period.

But there will certainly remain a number of cases for whom school education is the most suitable, children who can hold their own lustily in a community and can learn from each other what they will not take from grown-ups, children who have special physical or mental defects demanding skilful education, children with special aptitudes which should be developed to the full. (I remember hearing with envy of a home in Russia especially founded for destitute children of unusual musical talent, where music entered into all their work and was at once their pleasure and their future profession.)

It is possible that if boarding out were employed to the full our present over-crowded Approved Schools might give an adequate number of places for all such children, but it could hardly be claimed that they would provide the complete range of treatment we are here dreaming of.

The 'Approved Schools' or 'Home Office Schools' are a mixed set of institutions, some under private committees, some under Local Education Authorities, all subject to Home Office inspection and all mainly supported from public funds. It is difficult to form an estimate of their standard, but there is reason to think that they vary over a wide range of efficiency. An enquiry into the percentage of discharged pupils who come again before the courts would almost certainly substantiate this, though it would not be by itself a fair criterion of work done, since some schools cater for more difficult classes of children than others.

The main classifications are according to sex (co-education has barely been tried yet for delinquents in this country), age, and creed. After this it is difficult to get much further specialization, though some schools have

facilities for one kind of training, and some for the treatment of V.D. One girls' school makes arrangements for the secondary schooling of girls of intelligence above the average. More complete specialization would obviously be possible if the principle were adopted of religious teaching according to the parents' denomination being given in every school (so far as possible), and no schools being set apart for any creed. A further difficulty in the way of specialized schools lies in the natural reluctance of parents to have their children so far away that visits are an impossible luxury. The provision of fares for occasional visits and of a room where parents might stay would go far to meet this difficulty.

It is hard in a school for delinquent children to obtain discipline without destroying the sense of responsibility and initiative. The result of a limited number of visits suggests that here again the schools differ widely, that in some schools corporal punishment is very freely resorted to whilst others make heroic efforts to win the co-operation of the children. The graded schools of an ideal system would take special count of the nature of a child's faults; the rough and turbulent boy wants a different handling from the weak sly one. But in all, an effort would be made to get staff of

the very finest character. One comes across such people to-day in the schools, and is filled with admiration at their zeal in an uphill task, but there are others who seem lacking in the perception and sympathy so supremely needed in dealing with difficult and often disappointing boys and girls.

I have left out, so far, any mention of probation as one of the State's debts to its maladjusted children. This is not from undervaluing it, but because it is now universally regarded in this country as an essential public service. Perhaps one of the most urgent reforms of our colonial administration is that it should also find an assured place in the most backward parts of the Commonwealth. In England the service has been greatly improved and strengthened of late years, though still it is under-staffed for its fullest utility, and used with varying efficiency from place to place. Perhaps even so it is in the probation service that we see most clearly the growth of the ideas which should form and inspire the State's future attitude to its delinquent children; the call to a life of real citizenship, with all the duties as well as the privileges involved therein, and the provision of all that friendly help and teaching can give to enable the boy or girl to respond wholeheartedly to that call.

The Needs of Mentally Defective Children

Isabel M. Laird, M.A., B.Ed.

BECAUSE school is generally the place first providing an atmosphere in which objective comparisons between children become a practical necessity, any minority group of school children is most readily apparent, in theoretical survey, at its level of exclusion from the average school group. Therefore although mental defectiveness is a descriptive term for which some degree of educational incapacity is only one, and often a lesser, criterion, let us here approach the mentally defective child from consideration of his failure to have place in the average school group.

Since in the educational planning of the present century the trend has certainly been away from attempts to fit the child to the school, and towards attempts to fit the school to the child, one might at first assume that, at least on grounds of limited capacity for learning, no child need remain uncatered for within the general school system. Such assumption would be based on belief that maximum elasticity there in method and content, allowing maximum variation in individual progress, could ensure adequate 'growing' environment for any child. But elasticity, to preserve its very nature, must function within certain limits, and

ARNOLD**RECENT SUCCESSES****BROADCAST ECHOES**

14 Books by favourite Broadcasters—ROMANY, ZOO MAN, PROF. BRANESTAWM, AUNTIE MURIEL, BUTTERFLY MAN, FREDDIE FOX, WORZEL GUMMIDGE, SAMUEL SQUIRREL.

8d. and 10d.

CAMEO PLAYS

L. du Garde Peach, J. Drinkwater, C. Bax, A. A. Milne, Lord Dunsany, Enid Blyton, Martin Armstrong, G. H. Holroyd, W. W. Jacobs. For Juniors and Seniors.

Books of Eight Plays Each 10d.

PROGRESS TO POETRY

Compiled by D. G. Green, B.A.

Copyright Poems by A. A. Milne, Walter de la Mare, Sir H. Newbolt, Ralph Hodgson, Hilaire Belloc, and others.

Profusely illustrated in colour.

Books I, II, III, IV for Juniors Each 11d.

JUNIOR MUSIC READER

A first comprehensive course in music by Dr. Charles Hooper, Supt. of Music, Bradford.

Four Books Each 9d. and 10d.

Teacher's Book 3/- net.

THE SCHOOL RECORDER BOOK

By E. Priestley, L.R.A.M., Musical Adviser West Riding Education C., and F. Fowler.

The 'Foolproof' course containing over 200 tunes.

Parts I and II Each 10d.

Teacher's Book 3/- net.

A-L RECORDER MUSIC SERIES

Works by Cyril Winn, Desmond MacMahon, E. Hunt, P. M. Young, and others. In packets of 24 recorders scores and 2 piano 2/- net & 2/6 net.

SAMUEL PEPYS MUSIC BOOK

Sixteen tunes loved by Pepys arranged for Voice, Recorder or Violin and Piano, by Dr. P. M. Young, with appropriate excerpts from Pepys Diary. Net 2/6

Copies for Inspection or Brochures of the above with pleasure.

Our Music List with an article on School Music by Dr. Hooper is sent post free.

E. J. ARNOLD & SON LTD.

LEEDS 10

too frequent or too great strain will entail return to inelasticity. Within a general plan for the care and education of children, then, it is necessary to have, as branches of a main scheme for the majority, several lesser schemes for minorities ; and mentally defective children are readily grouped as one such minority.

On whatever grounds they may be so classed, mentally defective children, being in the first place children, should be included as far as is relevant in all national, and local, aided, and voluntary schemes for the welfare of children—schemes covering, for instance, medical and dental attention, provision of free milk, issue of boots and shoes to necessitous families (as organised by some police authorities), participation in local sports, charity entertainments, music festivals. Secondly, mentally defective children, being handicapped, are entitled to special sympathy, and to special allowances both for the degree of their deficiency and for potentialities only partially, perhaps very little, impaired by that deficiency. To take an educational example, while success in rote-memory work may be outside the range of a boy's mentality, there must be no consequent tendency to treat him in the realm of physical education as if he were a permanent invalid. To take a social example, a youth may show skill and even cunning in the carrying-out of some act usually accepted as criminal behaviour, but when he is incapable of realizing the enormity of his act, legal punishment : and indeed formal trial become ridiculous. To take a nursing example, neither a normal infant, nor a deeply defective child can walk, talk, feed himself, or protect himself against everyday dangers. But, whereas the normal child will certainly progress towards these skills, and whereas graduated help and encouragement in both cases will probably facilitate progress, lack of constant help and encouragement will mean for the deeply defective child not only no advance, but a steady and perhaps final regression into inaccessibility. It follows that in the learning field, the community, or the nursing world, mentally defective children demand the attention of women and men qualified for this work ; and we shall see presently that the work itself requires at least regional, and

perhaps national, organisation for its widest success.

The handicap of mental defect differs from the handicap of blindness, deafness, lameness, and most physical incapacities—which limit acquisition of knowledge and practice in the art of living, through defectiveness in one or more limbs, one or more bodily organs—by being a deviation from the normal in which the whole being is involved. With children under other handicaps there are as a rule several outlets for compensatory development, and, in any case, many normal avenues of contact are left by which each may know his world, his neighbour, and so himself. Care and training of such children may be said to aim at harmonious growth of individuals who accept limitations and overcome handicaps by concentrating on the remaining normality. With mentally defective children of all grades the aim of care and training may be said to reach instead towards provision of a slowed-down and limited environment, in which alone the defective being can achieve his measure of harmonious development.

How, then, shall we outline, with this aim in view, the needs of mentally defective children? Early diagnosis is the most clamant need, and, diagnosis having been made, early intimation to parents of the probable future of their defective child, by someone able also freely to discuss the problems involved for the family, immediately and in the future. A nation or a city will always expect to have a proportion of mental defectives in the normal scatter of intelligence and of social adaptability. But research into causes of what may be called secondary deficiency, and possible methods of preventing it, demand keen attention. Clinical scientists, too, must expand their experimental work over the field of research into relief of concomitant ills, such as fits, or temperamental aberrations, among defectives, as among persons of normal or superior mental endowment.

Provision of the slowed-down and limited environment in which care and training are most successful can be arranged in several ways, and should, especially in any larger community, be available in all these ways concurrently. If conditions of leisure and

space and patient understanding can be met, the suitable environment may be possible in the family circle, but cannot be ideal there after school age, because defectives, like normal persons, need their peers about them. It may be arranged in day classes, either in special schools for the educable grades, or in occupation centres for the trainable grades, and children may well be boarded out in the community to make more feasible their regular attendance at classes. Or it may be arranged in resident schools or homes, or in the nursing wards of an institution. Decision must be made for each child under review, but two practical considerations are common to all discussions—first, that the welfare of the family, especially of the mother and siblings, should have at least equal weight with the welfare of the defective; and, second, that planning should take into account the probable adolescence and adulthood of the defective. In any case, a decision is not necessarily final, for a child may be home-taught, sent to a special school, enrolled in an occupation centre, and have institutional help, all in turn, and all to his betterment.

Special schooling, occupational training, and nursery care are the three chief categories of care for mentally defective children. The schooling will call for much adaptation of the actual materials, apparatus, and methods successfully employed in the education of normal children. For example, whatever requires manipulative handling must be sensibly proportioned to the pupil's hands and his often ungainly movements; his speech training must move more slowly and from more fundamental beginnings; more time will be required for steps in the learning processes, intermediate between those required by intelligent children; and more revision and recall are indispensable at every stage. The occupational training will cover not only handicrafts and trade tasks, but the social occupations tackled automatically in everyday life, of dressing and undressing, personal hygiene, preparing, enjoying and clearing away of meals, shopping, conversation, listening-in, playing games. The nursing care will, as indicated earlier, comprise not only the sheer, and often very arduous, nursing of

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

helpless human beings, but continual play activities at infantile and toddler levels, and constant encouragement towards speech, whatever the age of the patients. And it should be noted that in their training defective children have the right to experience success, to perfection level when attainable; that is, they should not be expected to do what their equals in age can do, only less well in proportion to their defectiveness, they should be expected to do all that they can do, very well indeed.

One not inconsiderable group of defectives deserves mention—those whose condition is aggravated by an additional permanent defect such as blindness, some heart disease, or extreme lameness. It is a matter for concern and experimentation when these doubly handicapped children are better served among other mentally defective children, and when among children being specially taught to overcome the difficulties of their sense defect, or physical mal-structure.

All such care and training, however, would fail of its purpose if workers were to forget the social rights of human beings. Defective children exist not for training alone. They have the right to be taken seriously as individuals, to attain as far as in them lies to a measure of emotional independence, and economic usefulness. On the emotional side, defective children at the two-years level of speech may well exhibit a far more mature reaction to fright, or being accidentally bumped; children at seven-years-old standards in schooling or handicrafts may well manage personal disappointment, or share a friendship, with something approaching satisfactory adult attitudes. And most of this emotional maturing can be fostered by influences of environment and example. On the economic side, usefulness is necessarily a relative term, but if a hundred

deeply defective children can learn to feed themselves and to achieve cleanliness by day and by night, they will need considerably less of skilled nursing for most of their lives; again, a group of markedly defective children may as one of their hobbies weave all the tape or braid required in a large institution; while a class of older boys, as one of their pursuits, may supply in excellent finish all the brushes, from toothbrushes to window-brushes, required not only in their own colony, but in all the hospitals in their county. And defective children have the right, also, to enjoy life; hence their games and sports, amusements, music, religious services, participation in national celebrations and annual festivals, and in great youth movements like Scouting and Guiding.

Mentally defective children, by their very existence in the twentieth century, demand all these things . . . from whom? At bottom from the general public. In varying amounts, but for everyman and everywoman there are these duties—to recognize as a challenge for action, the presence of mentally defective children; to see that legal safeguards and wise regulations are made on their behalf; and that national and local arrangements are made for their care and training; to inaugurate and stimulate research wherever in the realm of mental deficiency research is possible; to clear all vestiges of stigma or shame or undue embarrassment from discussion of mental deficiency; and to find a healthy curiosity in this as in wider fields of child welfare, to know and see what is happening in other localities and other countries. Then from amongst themselves—the only source—there will come adequate numbers of interested and well-adjusted women and men to be nurses, supervisors, teachers, instructors, doctors, psychologists, visitors, and administrators in the field of mental deficiency.

The Partially Sighted Child

B. Ethel Young

THE needs of the blind and of the partially sighted child are so divergent that it is impossible to discuss them both in one article. As matters now stand the blind are, in general, excellently provided for by funds coming partly from the State and partly from charity. Whether it is right that any of our children should be partially dependant upon charity opens up an enormous field of discussion, but the fact remains that the thought of a blind child wrings even the stoniest heart.

Far otherwise is it with the group known as the partially sighted. They *can* see ; they hide rather than advertise their defect ; they look normal. They are, in fact, often so nearly normal that observers of small perspicacity are rendered impatient at their failure to attain normal standards of education.

Partially sighted children can be roughly divided into two categories ; the myope and the non-myope. Hitherto, financial considerations have condemned the two groups to be classed together as 'Partially Sighted', and taught in one group. But their defects are different ; there is a wide difference between the norms of intelligence of the two groups ; and, most important, the methods required to educate them are widely divergent.

Taking myopes as a single group (though it must not be forgotten that there is not only a wide range in the degree of myopia, but also truly grave differences in the prognosis of the course of the defect) their first great need is for constant co-operation between medical, psychological, and educational supervisors. This has been attempted in pre-evacuation days, but the vital *need* of this co-operation between medical and educational authorities has not always been accepted ; each side has tended to be a little blind to the value and the necessity of the other's work ; the psychologist has been ignored except in cases of grave nervous disturbance.

Myopes coming within the category of 'partially sighted' can see well enough to read an ordinary school book, and so, as the law

now stands, cannot be compelled to attend a special school. But they cannot read normally small print for more than a very short period except at the cost of eyestrain, and therefore at the risk of further deterioration of vision.

The non-myope group contains many children with scarred eyes, often the aftermath of childish illnesses. Speaking generally, such children see 'as through a glass, darkly'. Outlines are not clear to them. An O may need prolonged examination, perhaps from more than one angle, before the child can decide whether it is an O, or a C, or a G, or even a D. Think of the concentration required to decipher a line of print under these conditions ! Think how the easily-tired, weak eye-muscles jerk spasmodically so that the child has to focus again and again on a single letter ! Normal school work for these children calls for a constant concentration upon minutia as close as that of the scientist upon his abstractions. Naturally, such children are very slow to learn to read and often give up the struggle and are called 'backward' or worse. Many of them start with a slightly sub-normal intelligence quotient compared with myopes who are frequently of high intelligence and natural bookworms.

Apart from the risk of increase of myopia which the authorities have always recognized and tried to guard against, there is another risk common to both groups. Prolonged use of their eyes, as in ordinary school work, quickly leads to nervous exhaustion with its attendant irritability called 'naughtiness' or 'temper'. To avoid these two risks, one affecting the eyes, and the other affecting the child's physical and nervous stability, perhaps for life, we must have that real co-operation between the medical, psychological, and educational authorities which has, so far, been little more than a dream. Personally, I would go so far as to say that the medical authority should be paramount, especially in the case of myopes, though I should not expect all my colleagues to agree with me.

PAPER ECONOMY LABELS

For repeated use of old envelopes.

250 for 3/6 ; 500 for 6/- ; 1,000 for 10/-.

Post free. Cash with order.

A. W. FORD and Co., Ltd. (Dept. N.), Bristol 1.

This, then, is the first demand made by the partially sighted child upon the State ; a careful and constant medical supervision.

The second demand is for stability of educational environment. Hitherto children with eye defects have been able to transfer from ordinary to special school and *vice versa* as their eye condition varied. This is an impossible situation as the types of education are, and must be, utterly different both in form and in aim. To achieve this stability the oculists must decide definitely, and at as early an age as possible, which children they feel will run the slightest risk of eye or nerve strain in an ordinary school, and send these children to a special school, the law being amended to make attendance thereat compulsory.

We need to have entirely different classes for myopes and non-myopes. The former must conserve their sight. Many of the latter need to use their eyes in order to improve, not their actual vision, but their mental grasp of what they do see. This probably means that, in order to get sufficiently large numbers in each group, residential schools will be necessary. All to the good. The wide horizon will greatly benefit all partially sighted children, and if weekend leave can be arranged we should be able thus to silence the criticism that residential schools tend to cut off the children from the normal life of their home surroundings.

Given the real co-operation which is my first demand, all the lesser demands will inevitably follow. I can do no more than list these. Large, airy rooms with really adequate artificial as well as daylight on every desk. Comfortable adjustable desks. Books and books and still more books in the clear 12 point print such as the American partially sighted children enjoy ; typewriters so that these children can express themselves as easily and as fully as their neighbours. Specially prepared maps ; the epidiascope, gramophone and wireless ; and, if the

mental age range must still be large in any one class, talking books on every conceivable subject. The gramophones to use with the last-named should be provided with earphones so that one or two children can enjoy a lesson without disturbing the rest of the class. But if all possible apparatus is provided, the fact remains that most of the teaching must be oral.

At the expense of being tedious I would sum up what seem to me to be the minimal demands made by these children.

1. Careful diagnosis and, as far as is humanly possible, decisive prognosis of each individual case
2. Constant medical supervision
3. Stability of educational environment
4. Co-operation between medical and educational authorities
5. Small classes in good surroundings
6. Adequate provision of all possible sight-saving apparatus.

Finally it must be borne in mind that most partially sighted children will enter the labour market at the same age as normal children ; that there seems to be no trade which can be considered specially suitable for them, and that, therefore, they must compete with the fully-sighted child. Another fact which must not be lost sight of when planning their education is that many of our most valued workers in science and literature and politics have been partially sighted. So partially sighted children with similar potentialities must have every opportunity to become another Milton or Grey of Falloden.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED
5 FARRINGTON AVENUE LONDON, E.C.4

The Deaf Child

May Elliott

The Department of Education of the Deaf,
Manchester University

UP to 1893 the deaf depended for their education on public or private charity. The constant agitation of interested people has achieved most of the progress made. When the State assumed responsibility for the education of this section of the community the compulsory age was seven ; it has taken forty years of ceaseless striving to bring it down to five.

Deafness covers a wide range of hearing defect ; it may apply to the child who, though suffering from a defect of hearing, can, with special help, attend with satisfactory educational results an ordinary elementary school ; it also includes in its scope the child at the other end of the range who is to all intents and purposes completely without hearing, and on whom and for whom sound has no effect or meaning. 'Deaf', within the definition of the Education Act of 1921, means too deaf to be taught in a class of hearing children in an elementary school. It includes children able to be taught on a hearing-lipreading basis in a school for partially deaf children or in classes attached to schools for the deaf as well as those totally or almost totally deaf who need the special teaching given in a school for deaf children. The last group are those generally thought of when 'the deaf' are mentioned.

In considering the needs of a deaf child we should always bear in mind that he is a child before we think of him as deaf, and give to him with a generous hand all the facilities for physical, spiritual, and mental growth that we should give to an ordinary child, adding with sympathetic understanding the special help that is needed to overcome the terrible handicap that deafness has laid upon him. For deafness can be a tragic affliction. Helen Keller, the blind-deaf American woman, writes : 'The problems of deafness are deeper and more complex if not more important than those of blindness. Deafness is a worse misfortune, for it means the loss of the most vital stimulus—the sound of the voice—that brings language, sets thought astir, and keeps us in the intellectual company of man'.

We desire nursery schools for ordinary children ; we realise that the average working-class mother, struggling with the routine of the house, the cooking, the washing, the mending, has not the time or energy to fill all the needs in the life of the child as he passes from babyhood into early pre-school age. We long to see adequate provision of sunny open air nursery schools where little children may gradually learn to co-operate with one another and through healthy bodies and sound minds lay the foundation of a future kingdom of God on earth. All these things the deaf child needs, but in a greater and more lavish measure. His deafness debars him from the ordinary means of intercourse with his fellows. It is important that a means of communication should be established at as early an age as possible. Just as through constant repetition the ordinary hearing child gradually learns first to understand what is said to him, then actually to say words and little phrases, so the deaf child needs to have his attention drawn to the mouth of the speaker, and through constant repetition learn to recognize that the movements of the mouth have meaning, that certain movements indicate certain objects or requests or commands ; 'Where is the pram ?' 'Throw the ball'. Only by repeated impressions on the mouth of a sympathetic and understanding teacher or other adult does the deaf child learn to appreciate that the unheard spoken word has meaning and can be used as a means of communication.

To learn to lipread is not easy. Infinite opportunity for the child to watch a speaker's face must be given, and the words and phrases used must be of vital and living interest to the child. His bath, his food, his play, are the background on which to build. He needs so much individual attention that if he is to make progress it is imperative that he attend a special nursery class in a school for deaf children. He needs to be surrounded by sympathetic and well-informed adults, men and women of compassionate hearts and quick understanding.

As the child leaves infancy behind he should pursue as far as possible the ordinary curriculum of the elementary school. The progress of the deaf child will always be to some extent retarded for his native tongue will have been acquired with conscious effort, rather as his hearing brother has learned to speak, read, and write German or French. Each word or phrase has been taught and memorised. The spoken word has presented even more difficulty. It has been learnt through the sense of touch and through careful imitation of the teacher's visible speech patterns.

The deaf child is not the mental inferior of his hearing brother but his mind is infinitely more difficult of access, and nothing is acquired casually as in the case of the hearing. Everything a deaf child knows has been definitely taught both in individual and social life.

The compulsory age of admission to a school for the deaf is five years ; the need for nursery schools for the deaf has been indicated ; there is an even earlier need, i.e. the help and guidance of parents of deaf children as soon as the latter are known to be deaf. A deaf baby gurgles and babbles as does the normal child, he watches every movement in like manner, whether it be the swaying of leaves in a breeze, the toy attached to the hood of the pram, or the passing across his vision of a person. The spontaneous babbling of a deaf infant needs to be encouraged to continue until it gradually merges into sounds that have meaning ; the roving glance needs to be intercepted and held even though only for a second or two at first, until by degrees the substitution of seen movements for heard sounds achieves its purpose, the establishment of a means of communication.

In many of the towns and boroughs in this country there are clinics or welfare centres where the mother of a normal hearing child may take that child for help and advice concerning his bodily health. Why not clinics, staffed by properly qualified people, for the help of mothers of deaf babies? There they might obtain advice and encouragement at a vital period of the child's whole growth. The return for such service rendered would be a more rapid approach to the normal child's standard of mental attainment and an elimination of what must at present be a period of

almost stagnation, i.e. the time before a child is old enough to attend school.

In recent years much research has been done with regard to hearing aid apparatus for the deaf. This research work has been utilized in many schools. It has been established that 70 per cent. of the children previously thought of as totally deaf have some residual hearing and can, with the help of an amplifier, be enabled to hear sound in greater or less degree. It is an unforgettable experience to see the face of a young deaf child light up with pleasure as sound and the meaning of sound become realities to his small mind. If whatever hearing the child has can be made useful, its value cannot be overestimated. The voices of deaf children are seldom normal. The hearing child pitches his voice by the aid of his ears ; the born-deaf child, lacking that power, has been helped to pitch his through his sense of touch. He has felt the vibration caused by the production of sounds and by degrees has learned to imitate this sensation. Now even with slight hearing the amplifier will help him to realize pitch through his ears. Every facility should be given to teachers and children so that the very best possible use can be made of residual hearing. Classroom amplifiers in sound-proof rooms should be part of the general equipment of all schools for the deaf. It is the child's right that his handicap shall be lessened as far as is possible. Research workers should have behind them the support of a more enlightened public opinion in this tremendous field of service. Poor sight can often be helped by the use of right lenses ; it is the hope of all who work amongst the deaf that lack of hearing may in even greater measure be compensated for by the results of an increasing knowledge of the transmission and amplification of sound in relation to the human ear.

In the great majority of cases the professions are closed to the deaf. They must, in most cases, earn their living by the labour of their hands. There is, generally speaking, no lack of work for the boy or girl equipped by the requisite training to undertake a skilled job. But very many do not get this training ; they leave school at sixteen, and, except for voluntary after-care committees, are left very much to their own devices. Often the work they obtain

is of a blind-alley nature and the tendency is to drift hither and thither in the hope of better remuneration. As far as the State is concerned their education is finished and no further responsibility is admitted. More trade training schools are needed and more parents helped to realize that for the sake of the future the present must in some measure partake of sacrifice. Generally they see the force of such reasoning and unless very hard pressed economically are glad of the opportunity for the boy or girl to take such training.

There is as yet no provision made by the State for any higher academic training of the deaf. Helen Kellers are rare, but there are in most schools the one or two almost brilliant children who might go much further in the scholastic world given the opportunity.

Each advance along the road of education for the deaf has been fought for and won by persistent effort on the part of those keenly interested in their welfare. But the problem of the present and future, apart from all that may and must be done for the deaf themselves, is how to prevent deafness. It has been found by tests with gramophone and pure tone audiometers that certain children attending the ordinary elementary schools have defects of hearing. This opens up a wide field of enquiry and need. Unfortunately the present war has curtailed activity in this as in so many other directions, but if progress is to be made from ameliorative to preventative measures then this type of work is of paramount importance.

In New York City a programme has been carried out for the conservation of the hearing of school children, the idea being to discover hearing impairment by scientific means, individual diagnostic testing, otological examination and comprehensive follow up through school with co-operation of parents, doctors, clinics, and lipreading instruction. Annual periodic tests were made for dealing with new children, and for discovery of difference, if any, in a retest of the same children. In the light of experience on this project alone it is said that more than a million school children in the U.S.A. would not be impaired hearers if such programmes were a regular school routine. England would do well to follow such a lead, indeed must, if her children are to enjoy the heritage that is rightly theirs. Lack of such attention means that many children are losing the right form of education, and many ear defects are being allowed to go forward undetected and untreated to the limit of school age, involving in some cases much more serious deafness in adult life. There is urgent need for the more general use in this country of audiometer or other acoumetric apparatus as a means of preliminary detection of ear defects for educational, preventive, and therapeutic purposes.

There is not space in an article such as this to more than touch on the needs of the deaf, but it is hoped that sufficient has been said to indicate that they are vital and far reaching in their implications.

A Note on the Pre-School Child

Gwendolen E. Chesters

**Nursery Centre Organiser for
the Nursery School Association.
Psychologist, The Tavistock Clinic**

BROADLY speaking, the claims of the pre-school child may be described as a need for sound mothering and for opportunities for the development of all his capacities. On the quality of a child's mothering his eventual stability and effectiveness depend in large part, and his general happiness and value to the community depend in no less degree on the provision made for his general development.

Under present conditions there are good health services available for most young babies, and similar services can be used for children up to five years of age. Care of other kinds is given to children in Day Nurseries and in Nursery Schools and Classes. There are, however, many children for whom needed help is not available, and even where there is help of the kind referred to children still suffer

from many disadvantages. For instance, the good work done in many Nursery Schools is to a considerable extent undermined by the continuance of bad conditions at home.

The persistent disadvantages from which children may suffer in their homes must first be considered, since it is in their homes that most young children spend the early part of their lives. Many homes are still so situated that they can hardly be described as conforming to ordinary standards of health. There are overcrowded areas with little open space. People are still living in condemned houses, not only in our towns and cities, but in our country districts. There is less malnutrition than previously, but it is still to be found, for in spite of much teaching many of us still live on a faulty diet. And for many of our people a faulty diet needing little preparation and within the reach of the family purse is all that is possible. Further improvement in housing conditions is obviously needed, as well as some arrangement whereby the children in a family can be regarded as a blessing rather than a burden.

The need for children to feel welcome and the danger of having to be reckoned with as another mouth to feed becomes all the more evident when we consider mental as well as physical health. A young child needs a stable environment within which to grow, since too great a variability or any lack of security has a disintegrating effect upon him. For a young child his environment is largely constituted by his mother and the quality of her feelings, and is gradually extended to include other members of the family. Where the mother is made anxious by the lack of adequate means wherewith to maintain her family, and where the father experiences a similar anxiety, it can hardly be hoped that security of feeling can be given to the children. They are quick to realize that they are a source of undue concern, and become themselves anxious in consequence. Enough is known of the disintegrating effects of anxiety to make us eager to remove this handicap. Even where the mother's feeling of anxiety is less obtrusive, its effect yet makes it impossible for her to give genuinely dependable feeling to her children.

Our first concern must be to remove these

obstacles from the life of children in their own homes. In addition to more satisfactory housing some arrangement, such as family allowances, is needed so that a mother can happily care for her family.

We shall have as well to look beyond the home, since children as they grow up need opportunities for activity and companionship, which it is in many homes not possible to give. These needs can be met most simply through good Nursery School work. In a good Nursery setting a young child finds the possibility of every kind of development and becomes increasingly effortful in his activity. He makes progress in a smooth and balanced way and finds companionship when he is ready for it. We need still to recognize that he must find at the same time a continuation of his mothering, and looked at in this light, many of our existing Nursery groups can only be regarded as too large. A generous proportion of grown-ups to children is essential unless the child's experience is to be impoverished through lack of necessary mothering. A further advantage of Nursery Schools is found in the mid-day meal, for it becomes easily possible to make sure in this way that the children have one balanced meal each day. It is commonly found that the providing of a meal is a source of interest to the mothers, and through it they learn readily more of what they need to know about proper feeding.

Young children have many other needs which might be discussed, but space makes this impossible. It should, however, be remembered that our earlier work with young children must be continued in some form. The need for healthy surroundings and an adequate family income is a constant one. And the child needs equally constant and extending provision for the exercise of his capabilities. Nursery work must be continued in the form of appropriate play activities if possible within the programme of the school, and otherwise in well-planned play centres and children's clubs. In our work with young children we can find the safeguard of their future happiness and health. The foundation of enduring interests and activities is laid there, and friendship finds a sound basis in the building up of common interests.

Book Reviews

A Policy in Religious Education, by E. F. Braley, M.A., LL.D., *Principal of the College of the Venerable Bede, Durham, and Hon. Canon of Durham.* (University of London Press, 5/-.)

In Dr. Braley's view, the Church's contribution to the furtherance of Christian education should include the conditional surrender of the denominational position in the church schools, better provision of training for religious teaching, the universal adoption of agreed syllabuses, the promotion of better understanding between clergy and teachers, and the enlargement of the Church's view of her educational responsibility to include adult education and the service of youth. Of these objects, the surrender of distinctively denominational teaching is perhaps the only one whose desirability is controversial.

Whether or not they agree with all the author's conclusions, readers will find this book a very useful summary of information (concerning, for example, the history of the dual system or of the various youth organizations), fully and interestingly documented with extracts from books and reports.

There is a growing conviction to-day that in Christianity, and in truly Christian education above all, lies the salvation of our society. Dr. Braley reminds us of the increasingly positive attitude of the Board of Education in this matter, expressed particularly in the chapter on Scripture in the Spens Report and in Pamphlet 114 (1938) on the Teaching of a VIth Form. He reminds us also of the movement of the religious bodies towards reconciliation of differences and unity of purpose, and of the growing interest of teachers' organizations in religious education. The case could have been strengthened by some reference to the work of the Institute of Christian Education, which has been the means of some of the most constructive co-operation between teachers, clergy, and others in the last half-dozen years.

From a general consideration of the place of religion in education, the author goes on to the position of the church schools. Though there are still many anglican clergy who would dispute it, Dr. Braley's case against the policy of fighting to retain the church schools is, in the present reviewer's opinion, overwhelming. In what are perhaps the two best chapters of the book he shows that a die-hard denominationalism is far more likely to hamper education than to promote religion. In the first place the Church must face the fact that she is financially unable to keep pace with the reorganization which is gradually transforming the elementary schools; she cannot keep her schools and keep them efficient by modern standards. In the second place, much harm is done by exaggerating the extent and importance of the 'distinctive elements' in anglicanism. All the essentials of Christian faith and practice can be presented through 'undenomina-

tional' teaching within the bounds of the Cowper-Temple Clause, provided that the teachers themselves have adequate knowledge of their subject. It is the ignorant teacher and not the competent theologian to whom the Cowper-Temple Clause appears as a restriction. In short, good religion and good teaching are far more important than good anglicanism.

Moreover, the churches have their Sunday Schools, Guilds and other denominational activities with which they may properly supplement the religious teaching received by boys and girls in the day schools.

Dr. Braley's conclusion is that the Church should declare (page 75) 'that she is prepared to offer all her elementary schools to the State' on condition (page 12) '(a) that sound instruction in Christian Faith and morals, and its expression in corporate worship, are included as an integral part of the curriculum of every educational institution which receives Government grants; (b) that the subject is taught by people who are desirous and able to do so; and that it is inspected by H.M.I.'s especially appointed for the purpose.' Much as we should like to see these conditions fulfilled, it is hard to see how a demand for the first of them could be practical policy, and it is here that many readers will be unable to follow Dr. Braley. Could the state positively require religious instruction and worship in all grant-aided institutions? What government could get the support of the House of Commons for this policy? And, even if such teaching and practice were to be prescribed, how could their reality and sincerity be guaranteed? Objection might in fact be made to such a policy on the grounds that it is out of gear with democratic and, ultimately, with Christian principles. At present the provided schools are permitted, not compelled, to give religious teaching; it is surely this freedom that gives its significance to the fact that religious teaching is given in all elementary and most secondary schools.

If the Church ought not to hang on to its schools, it certainly ought to hang on to its training colleges. For some time, in fact, it has been the policy of the Church to concentrate on the training of teachers. 'After all', Dr. Braley writes (page 137), 'if the Church can produce the right type of teacher, it does not matter very much where they exercise their teaching ministry.' What the author has to say about the training of teachers is certainly sound as far as it goes, and he makes useful suggestions as to ways in which church training colleges can take part in the training of clergy (e.g. by providing short courses for deacons with practical work in schools), and the mutual benefit that can result from such co-ordination.

It is, however, important to recognize that Dr. Braley's treatment of the whole subject is limited in its scope. He is concerned with the elementary

'Admirable, Intelligent, Interesting, Lively'

is the verdict of *The Journal of Education* on

TEACHERS' GUIDES TO RELIGIOUS EDUCATION

BASED ON THE AGREED SYLLABUSES

Written by expert teachers, for an Editorial Board representing Anglican and Free Church opinion.

FOR SENIORS, AND MIDDLE OR UPPER FORMS GOD AND MYSELF

60 Lessons on God and Jesus Christ, with modern application. Cloth boards, 4s. 6d. net; paper, 4s. net.

FOR JUNIORS AND LOWER FORMS SERVANTS OF GOD

50 Lessons, including O.T., N.T., and Modern. Cloth boards, 4s. net; paper, 3s. 6d. net.

Volumes also published for Infants, and Nursery Schools or Kindergarten.

Teachers who have used them are enthusiastic in their praise. Volumes will be sent on approval on receipt of postage (4d.)

Nos. 1 to 4 PUBLISHED

A.T. SUPPLEMENTARY READERS

Distinctive and Attractive—FOR LOWER FORMS

Real-life Stories of Men who have dared their all in the Human Quest. Price 4d. each.

Set of 4 sent on approval on receipt of postage (2d.)

THE RELIGIOUS EDUCATION PRESS
85 Manor Road, Wallington, Surrey

school and the two-year training college; in fact he sees the whole problem from the standpoint of the church training college. No attention is paid to the secondary schools or the universities. But, if the Church is prepared to give up the exclusively denominational position, the way is open for churchmen to take a more comprehensive view of the whole problem. In the Institute of Christian Education, clergy of different denominations are co-operating with teachers in all kinds of schools, especially county secondary schools, and with staffs of university training departments as well as of training colleges. Where the training of secondary school teachers is concerned the university training department has a task which is in some ways more difficult, and certainly no less important, than that of the training college. The problem confronting the training department is far-reaching in its implications, for it involves the need for a reconsideration of university curricula, in order that intending teachers should have opportunity for acquiring knowledge of religious subjects during their degree courses. Also, there are possibilities of co-ordination between theological faculties and training departments, by which the training departments could help in the training of clergy.

Parts of Dr. Braley's book could have been compressed without serious loss, and room might have been found for some guidance on the broader issues in addition to the valuable contribution which the book makes to the problem of the church schools

and the training colleges. Moreover, although the author fully recognizes that Christian education implies much more than religious education, he does not give much indication as to how Christian education, as distinct from competent religious instruction, is to be secured in school or college. It is not fair, however, to expect too much of a book of under 200 pages. And all who are in any way interested in the place of religion in education will be grateful to Dr. Braley for his clear and convincing statement of the main thesis of this book.

M. V. C. J.

A Selection of Poems : Ezra Pound. Thirty-Five Poems : Herbert Read. The Trumpet and other poems : Edward Thomas. Poems, Newly Selected : Siegfried Sassoon. Sons of the Mistral : Roy Campbell. (Sesame Books. Faber & Faber, 2/6 each.)

Everyone interested in contemporary literature knows how much he owes to Faber & Faber, and these Sesame books add a good deal to the debt. The books are exceedingly cheap, well printed on good paper, and they offer selections of some of the best poetry of our century. Most anthologies of modern verse are poor guides, either uncritically inclusive or irritatingly partisan, and yet the need for some guide is widely felt. Now we have the Sesame books, admirably designed for the reader exploring on his own, for the literary club or evening class, or for the Sixth form library.

Of these five poets, Ezra Pound is the most important. The selection is generous and includes a good deal of 'Hugh Selwyn Mauberley'. These poems are, of course, the core of the book. The value of the early poems as an introduction to 'Mauberley' has often been debated, and we can test it out here on a small scale for ourselves. There is the vigour of the Provençal poems from the 'Personæ', early evidence of Pound's ability to treat the past with the immediacy of the present. Or the reader new to Pound might begin with the translations from the Chinese, e.g. the letter of the River Merchant's wife. But to Mauberley we come and to 'Mauberley' we turn back. With unfaltering honesty and intelligence Pound examines himself and our world. He lays it bare with precision and a controlled rhythm which holds, leads and trains the ear, while the brain is elucidating meaning and unfolding allusions. Pound's later work, the 'Cantos', have baffled many readers by their apparent perverseness, their dilettante scholarship, and the formlessness which seems to contradict the avowed plan. Here we have three cantos only, and their beauty and power is somehow evident and self-sufficient, from the Homeric spirit of I to the compelling indictment of modern life in XLV.

Herbert Read is a poet who is at his best in his shorter poems. His verse is distinguished by his alert restless mind in its 'bird-like flutterings'; the

SCIENTIFIC BOOKS

Catalogues post free on application

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.

136 GOWER ST., LONDON, W.C.1

Telephone : EUSton 4282 (5 lines)

tension is always cerebral, the ecstasy in his own words always 'mental', and as is common with poets of our time, his quality does not lend itself to a long poem, such as 'The End of a War'. This (the only poem by Read included by Yeats in the Oxford Book of Modern Verse), is a disappointment and it seems to me a demonstrable failure. The inadequacy is revealed particularly in the third part, the 'Meditation of the Waking English Officer'.

('Can it be?')

Yes, yes, yes : it is peace, peace').

But some of the shorter poems are firm and impressive, notably the familiar 'Falcon and the Dove' and the recent 'Song for the Spanish Anarchists'. Read's verse shows a scrupulous sincerity as he examines his mental processes, and we are always aware of his respect for the civilized values, his care for human decency. There is strong contemporary interest in the first poem, 'To a Conscript of 1940', in which Read cannot look beyond a resignation without hope.

'Knowing that there is no reward, no certain use
In all your sacrifice'.

It is the attitude we have learned to expect from the poets of Read's generation, the harvest of the 'twenty years largely wasted, the years of *l'entre deux guerres*'.

Edward Thomas gained his recognition late, but there is no longer any danger of neglect. The tone is so quiet, the emphasis so slight, however, that the poems may not always get the alert attention they demand. Thomas writes of Wiltshire villages and Welsh hills, of the ploughing team and haymaking, of the movement of birds, thrush or sedge-warbler, and of the moods which they evoke. It all may seem too easy, at first, but it is no indiscriminating emotion. His verse takes its strength from his honest observation, his delicate particularity; his taste indeed is almost faultless. The poetry does not range far but it is satisfyingly tough.

The least interesting of the books is the selection from Siegfried Sassoon. The last war was and is still the dominating experience for Sassoon (in the 1935 volume he is still writing of the Somme bombardment); yet the savage satirical poems keep their power to bite. Generally, however, he suffers and is agonized, without showing the ability to organize his suffering well enough to make it

interesting. The obsession masters him and his insecurity is sufficiently reflected in his constant nostalgia for 'childhood skies and summer thoughts' and in the inflated nobility of the later poems ('my deathless hope divine'). We find ourselves interested in the book as a document, a case-book, rather than as poetry.

Roy Campbell is the youngest of the five poets, and he draws on a different background from the rest. He writes of Africa, the veld, tarantulas and cobras, yet he is contemptuous of the romantic approach. He is wittily satiric at the expense of Hector Bolitho, sighing over the 'Open Spaces', and their 'nameless somethings', and prefers his two shepherds, 'Scratching the nameless somethings' in their hair. He rejoices in danger as the bullfighter that characteristically he chooses to write about. In one of the finest poems, 'Horses of the Camargue', the 'Sons of the Mistral' from which the volume takes its name, he describes the sudden frenzy of the Camarguais horses and how they will stampede when they are seized by a longing for the breath of the sea. It does not need the explicit reference at the end of the poem to assure us of Campbell's sense of deep kinship with the fierce creatures, 'out of hardship bred'. It is all violent poetry, rooted in hatred as Campbell constantly asserts, and this is a change after the mawkishness and sentimentality of so much modern verse. The extraordinarily energetic movement of his lines seems to derive from a contemptuous pride. He is a poet that many people will enjoy and will be surprised to enjoy, and if they are honest they will learn some disquieting things of themselves in the process.

B. Paston Brown

Spoken English—Its Practice in Schools and Training Colleges. Edited by J. Compton. (Methuen & Co. Ltd., 6/-.)

This symposium at once attracts attention because it is issued under the editorship of J. Compton whose anthologies have justly earned the esteem and gratitude of thousands of teachers. It is with mixed feelings that one concludes the perusal of *Spoken English*. The papers it contains are of very unequal quality. A few uphold the principle of sound efficiency that we have come to associate with the Editor's name, but, unfortunately, others are vague in theory and hazy in exposition.

An excellent introductory paper on *Major Considerations* finds a fitting collaboration in the third paper, entitled *In the Training College*, in which a comprehensive if grandiose scheme of training is set out and admirably discussed. Unfortunately, when one considers the number of hours that the authors state are available for instruction, the possibilities of developing the scheme appear to be very restricted, and suggest once more the 'smattering' that is rather typical of Training College practice. Mona Swann writes convincingly on *Choral Speech*, and Irene Mawer's article on *Speech and Movement* is one of the outstanding contributions;

the subject matter is handled with the skill, not only of the artist, but also of the inspired and successful teacher. *Reading Aloud* is discussed *con amore* by Clive Sansom whose paper is full of valuable suggestions. Esmé Church contributes a succinct and very useful paper on *Acting in Schools*.

It is regrettable that the contributions given under the heading *In School* are so sketchy and disjointed. It almost seems as if there had been no consultation between the four writers to ensure that their united efforts supplied the very direct and practical guidance in speech training that most teachers require. The papers rather inadequately present what has been given much more effectively elsewhere. Not much harm is done by partial methods and material (and those presented are good enough so far as they go) but pseudo-psychologising should be omitted from a text that wishes to command the respect of the teaching profession. Barbara Barton contributes a more suggestively helpful paper on *The Backward Child*, but the information supplied on *Disorders of Speech* is, as the authors themselves state, a mere 'brief outline' intelligible to the informed, but not particularly helpful to those seeking enlightenment.

The book supplies quite a comprehensive Bibliography which would be still more useful had the dates of the various publications been included. We note the inclusion of one book published before the last war and of limited circulation, and now, we understand, out of print.

Anne McAllister.

The Primary Teacher's Guide to Speech Training, by Anne H. McAllister. (London University Press. 4/6 net.)

I.

For anyone anxious to make their first venture in speech training Miss McAllister's *Guide to Speech Training* cannot fail to be stimulating and interesting. At the outset she makes speech training not an end in itself, but a means to enable the child to express his knowledge and ever-widening experience fully and clearly. A teacher can only begin to train and correct the speech of his pupils when he has given them 'something to talk about'.

The exercises suggested are sound and ingeniously twined into games to hold the interest of the children. The diagrams and pictures, too, are very useful, though it should be remembered that this is a text-book for the teacher and that it might be preferable to transfer the diagrams to the blackboard and have real live members of the class to illustrate the lip movements. (A very small amount of teaching will achieve the latter.)

It is very difficult to describe sounds accurately without their correct phonetic symbols, so Miss McAllister in her desire to make things easy for the reader has been forced to set down 'zh' as describing two distinct sounds 'z' and 'dz'—as in vision and edge. This is a pity. Surely the keen student of speech training would welcome the comparatively short list of phonetic symbols and their meanings at the beginning of the book.

As a teacher who has had some years of experience

in the teaching of speech in elementary schools, I find this book very helpful and progressive in its outlook and thoroughly recommend it to my colleagues.

Mary Ammon,
Ivydale Road S.M. School, Peckham.

2.

The primary teacher and the student in training have always sensed an urge to enable children somehow to obtain facility in oral expression, correctness and fluency of speech; but how to professionalize that duty and give it more than a meagre incidental attention has been a besetting problem.

Within the compass of six concise chapters Dr. McAllister has given a complete and comprehensive solution. She has given direct guidance from her own practical experience as a teacher, from her academic knowledge of modern education, from the results of her researches as a pioneer in speech training and speech therapy, from her psychological understanding of children, and last, but not least, from the broad humanity with which she contacts the needs of teachers and children alike.

The book is easy to read. Its style is an admixture of technicality and simplicity which whets the aspiration of the young student and acknowledges the experience of 'older years'. Its main characteristic is the lucidity of correct fluent speech.

Dr. McAllister looks forward to the day when every time-table in the primary school will afford time each week for the technique of speech training. Her graded series of pupils' books, *Steps in Speech Training*, will provide the ideal class book for such a period; and this guide will be the manual from which the teacher will draw that additional explanation and fuller knowledge which will give her lesson the seal of authority.

That knowledge includes physiological principles of voice production, methods of presentation of particular lessons, correct mode and point of articulation, standard pronunciation and cultured speech content. Excellent diagrams and attractive illustrations explain the processes of speech mechanism and the progressive steps of experimental and remedial exercises. One virtue of the book is its consistency in the application of alphabetic symbols for all consonantal, vowel, and diphthong formation and sounds. Abundant examples are appended of the complete linguistic use of speech sound.

LARGE DEPT. FOR EDUCATIONAL BOOKS

F O Y L E S

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB! Members buy Books published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone: Gerrard 5660 (16 lines)

The final chapter is a sympathetic study of speech defects. Through its explanations and suggestions it is an inspiration to both parents and teachers whose desire has been to understand the irregularity in the speech of others and learn the correct procedure for remedy.

The thesis of the whole book is the unselfish ideal, that speech training is not an end in itself but merely an adjunct to a prior aim of education: that children should be trained to make clear and fluent oral expression of their thoughts and emotions. The careful cultivation of these thoughts and emotions and the tactful encouragement of their expression are the 'first essentials', as defined in an early chapter, which every specific speech training lesson must

share with the other major subjects in the school curriculum.
W. J. Macintosh

Nota Bene

The Oxford University Press has purchased all rights in the Home University Library and became its Publishers on 1st April, 1941. This well-known Series was started by Williams and Norgate in 1910 and passed in 1928 to Messrs. Thornton Butterworth. Many of its volumes have become Classics—Ilbert's *Parliament*, Geldart's *Elements of English Law*, Fisher's *Napoleon*, Thompson's *Introduction to Science*, Strachey's *Landmarks in French Literature*, and many others. The Oxford University Press intends to add new volumes to the Series, and announcements will be made from time to time.

Directory of Schools

SCHOOLS

BELONGING TO THE

SOCIETY OF FRIENDS (QUAKERS) IN GREAT BRITAIN

Boys' Secondary Boarding Schools

	Nos.	Ages	Non-Friend Fees
Ackworth School, nr. Pontefract	195	9-18	£120
Ackworth—Separate Junior House for Younger Boys.			
Bootham School, York	144	12-19	£165
Leighton Park School, Reading	150	13-19	£189
Leighton Park Junior School	50	8-13	£136

Girls' Secondary Boarding Schools

Ackworth School, nr. Pontefract	165	9-18	£120
The Mount School, York	119	12-19	£153

Co-educational Secondary Boarding Schools

Friends' School, Gt. Ayton, Yorkshire	171	9-17	£90
Friends' School, Saffron Walden, Essex	220	10-18	£99
Friends' School, Saffron Walden (Junior School)	30	7-10	£99
Sidcot School, Winscombe, Somerset	200	10-18	£141
Friends' School, Wigton, Cumberland	125	10-17	£91

Co-educational 'Modern' Boarding School

Sibford School, nr. Banbury, Oxon.	158	10-17	£87
--	-----	-------	-----

Apply direct to the School, or to

The Secretary, Friends' Education Council, Friends House, Euston Road, London, N.W.1

KING ALFRED SCHOOL

NOW AT

Flint Hall Farm, Royston,
Herts.

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

MALTMAN'S GREEN GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

Directory of Schools—continued

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work; under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

ABBOTSHOLME SCHOOL, DERBYSHIRE

(Recognized by the Board of Education)

<i>Founded</i>	ORIGINATED THE	<i>Reorganized</i>
1889	NEW SCHOOL	1927
	MOVEMENT	

A PUBLIC SCHOOL
for boys of 11 to 18, preparing
for entrance to the Universities

A JUNIOR SCHOOL
attached, for boys of 7 to 12
not preparing for 'Common
Entrance'

BASING all education on a sense of reality and on the spirit of loyal co-operation, this school claims to train boys for present-day life through keenness, health, self-discipline, and understanding, using such modern methods as are of proven value. The estate and country surroundings are ideal for the purpose, and visits are invited.

Chairman of Council : Albert Mansbridge,
C.H., M.A., LL.D.

Headmaster : Colin H. C. Sharp, M.A. (Ox.)

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari
All further particulars from the Headmaster

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Handicraft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals : Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster :
JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age on admission.

WENNINGTON HALL via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees : £90-£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.
(Tel. : Hornby 266.)

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.

Directory of Schools—continued

MONKTON WYLD SCHOOL NEAR CHARMOUTH DORSET

Principals : Eleanor Urban, M.A. ; Humphrey Swingler, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

P R O S P E C T U S F R O M T H E S E C R E T A R Y

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

BEVERLEY SCHOOL

**CLUNES LODGE, near BLAIR ATHOLL,
Perthshire**

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A. ; AGNES E. CRANE.

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

*Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.*

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16.

Emphasis on languages.

Modern dietary.

Mrs. E. PAUL, Ph.D.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

THE SCHOOL COMMUNITY, Alderwood,

Greenham Common, near Newbury,

is a small community where grownups and children are fellow learners, sharing experience in home, school, garden. Safe area. Vegetarian, food reform, increasingly own produce. Present age limits 4-12. Moderate fees.

CRANEMOOR COLLEGE **CHRISTCHURCH HAMPSHIRE**

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

Directory of Schools—continued

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress: Miss Warr.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

CHINTHURST SCHOOL, Tadworth, Surrey.
Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply* Principals.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond, S.R.N.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. *Apply* Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL**, now at **SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls, Lower School. Boys and girls 4-10. Boarding and Day.

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal, 201 Rockridge.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organizing experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

WANTED as head of a new co-education Junior School near Oxford experienced Froebellian Resident. Box 226.

WOULD A GROUP of parents wishing to board their children under 10 in a progressive school near Oxford combine in guaranteeing the price of an available house and staff of 4? Box 225.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams: CHISWICK 6011

Annual Post Subscription: 8s. (\$2.50). Single Copy 6d. (8d. post free); 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

JUNE 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 6

CONTENTS

	Page
NOW AND TOMORROW—VI : THE DEMOCRATIC HOME.....William Boyd	113
ON INFLUENCING AND BEING INFLUENCED.....D. W. Winnicott	118
PERMISSIBLE LIMITS OF CHRISTIAN BIAS IN A SCHOOL.....A. F. Smethurst	122
CLEAR THINKING.....F. S. Leontinoff	125
MATHEMATICS FOR THE MORON ?.....G. P. Meredith	128
NEW EDUCATION FELLOWSHIP EASTER CONFERENCE.....	131
FOR A NEW EDUCATION.....John Dewey	134
ASSOCIATION FOR EDUCATION IN CITIZENSHIP.....Eva M. Hubback	135
SLOUGH YOUTH CENTRE.....	137
BOOK REVIEWS	137

NOW AND TOMORROW—VI

The Challenge to the Democratic Home

William Boyd

Glasgow University

THE freedom which is at stake at this hour has many facets: freedom of public speech, economic freedom, freedom of worship, the right of self government. But of more concern than all these to ordinary men and women is the freedom to live their own lives in their own way. That is the central feature of the democratic tradition which has slowly broadened down from precedent to precedent in Western Europe and the lands beyond the seas to which its peoples have gone. We of the free nations have gradually

been learning to manage our common life so as to allow increasing scope for individual development. We have given willing allegiance to the State, but at the same time we have tried to keep its agents the servants of the people and not their masters. Under its fostering care we have come to be persons in our own right, seeking careers of our own, marrying our own mates, bringing up our children to be responsible beings, managing our neighbourly interests by voluntary association, none daring to make us afraid. And the

THIS NEW ERA IS LATE for the first time.
Delayed by enemy action.

JULY-AUGUST (price 1/- ; 1/2 post free)
will be a special number on SPEECH
appearing on JULY 15th.

centre of all this has been the free home, *imperium in imperio*.

Now this whole way of life is challenged. The Nazis, not content to seek a different way for themselves, are out to impose their way on the world. They have no use for freedom focussed in the family. They see personal independence as a menace to the state. They want the home to become a training place for civic devotion and obedience. No longer are women to have the broad human education that may possibly divert them from their primary function of bearing and bringing up children for the state. No longer are children to be solely subject to their parents in the days of their immaturity, but from the earliest years are to be under the direct control of the ruling powers. The service of the state is to have first call on man, woman and child.

The first answer to the wickedness which has been let loose on the world by Nazi Germany must be given by the armed might of the democracies. War is a very deplorable business, and we who hold the faith of the new education in non-violence do not underrate its evils. But the wanton destruction of human rights and freedoms won over arduous centuries is even more dreadful; and much as we hate fighting and all that it involves we have just got to fight to keep our souls alive. But in doing so, we know full well that if democratic civilization is to survive, there is another warfare that must be waged, not with carnal weapons, but with weapons of the spirit. On the long view ideals can only vindicate themselves by the virtue that is within them. To win through we must not only overcome the Nazi might, but must overcome the Nazi in ourselves. It would be a sorry business to triumph in war, and to succumb in the end to the dictatorial mentality.

In this connection it is well to remember that the cause of defeat in the countries conquered by the Germans have been internal as well as external. Weakened faith and slackened morale have opened the gates to the enemy. We ourselves therefore must learn our lesson betimes, and be ready to examine ourselves and our institutions afresh if democracy is to come through its ordeal unimpaired. We are proud of our ways of life, of our

government national and local, of our voluntary organizations, of our homes; but we must not be uncritical in our pride. We believe firmly that through our reliance on our freedoms our people as a whole have achieved a high level of personal character. We must be prepared to ask whether this conviction is well grounded. Other nations have been critical of the highly individualized family as a source of civic weakness. Is there justification for that criticism in our case?

If we face the facts we cannot but admit that democracy does not always work out well in practice, whether on the grand scale in the institutions of government, or in the intimacies of family life; and the reason is obvious. It is not easy to give everybody the privileges of personal freedom in everyday relations, and ensure that these privileges will not be abused by some people. Good home life makes a very considerable demand on human nature, and the common defects of home life as we know it are evidence of the difficulty of living up to the ideals of personal freedom. It would not be hard for the Accuser to draw up a formidable list of our shortcomings in this sphere: the families kept down to one or two because more children would inconvenience their parents and prevent them having a good time, the indulgent parents whose children grow up selfish and capricious with no proper sense of social obligations, the nepotism and other evils bound up with narrow family loyalties, the problem children in every rank of society, the increasing company of juvenile delinquents, the children and young people whose lives are cramped by bad housing conditions, and so forth.

Well, what are we to do about it? We must begin by a frank recognition of serious shortcoming, of course, but even so we must not exaggerate the evils. If the war has shown anything unmistakably, it is the essential soundness of the personal life of our people. That is a great thing, and it should make it easy for us to be honest with ourselves where we fall short. The Nazis in the preparation of themselves for war have not spared themselves. Why should we not take a lesson from them? In one brief decade they have made deep changes in the structure of family life. Their

ALLEN & UNWIN

Aids to Successful Study

Dr PRYNS HOPKINS

'So simply and attractively written that the ordinary man or woman, and any intelligent adolescent, should find no difficulty in understanding and profiting from it. Boys and girls and members of adult education will find Dr Hopkins no highbrow pedagogue, but a brisk and lively guide full of practical wisdom.'—*Times Educational Supplement* Foreword by Prof C. E. SPEARMAN 5s net

Sophocles' Antigone

GILBERT MURRAY

Translated into English rhyming verse with introduction and notes.

'It has the terseness and "bite" of the original; not a word is wasted; the full meaning is given; there is no paraphrase; it is literal, yet literature. And where some coloured phrase lights up the iambs, the translation reproduces it perfectly.'—SIR RICHARD LIVINGSTONE in *Spectator*

Net: cloth 3s, paper 2s

By LANCELOT HOGBEN

Mathematics for the Million

'Once the immediate necessities of life have been secured no money can be better expended than on buying this book.'—*Time & Tide* 12th impression (2nd edition)

Science for the Citizen

'It would be difficult to exaggerate the importance of a book like Professor Hogben's.'—*The Times* 2nd edition

Both profusely illustrated by J. F. HORRABIN
Each 12s 6d net

40 MUSEUM STREET LONDON WC1

method has been simple, and seemingly effective. Instead of waiting for the annoyingly slow lessons of experience to bring improvement, as has been the way in the past, they have forced anybody acting badly or stupidly to fall into line with the national effort at once. The coercions of the Gestapo have apparently done what the training of parents and teachers has failed to do. Is there not an example here for us in the hour of emergency?

It is a tempting idea with just enough truth in it to give it an insidious appeal. But even admitting the need for some change on our part, we must be clear that it cannot be so effected. Between our ways and the Nazi ways there is all the difference between light and darkness. However we fall short of it, the ideal of the democratic state is to depend for reform on the initiative of the good citizen, and to leave compulsion a last resort. If all our actions are dominated by the will of our rulers, whether these be good or bad, there is no place in the community for free personality. To prevent immoral action and hurry on social conformity by superior force means making everybody amoral. That is the inevitable consequence of dictatorship.

But what is the alternative to the Nazi method? Assuredly not the *Laissez faire*, once dominant in our political tradition. Some people are still worried about the possibility of sapping the spirit of independence by the regulation of family life. They are uneasy when they see the state increasing its provision of care for children and youth (though this uneasiness is most often evinced by those who have no need of the state's good offices). They have come to accept the compulsion on children to attend school for a period of years, but they are disturbed when they see educational oversight extending upwards and downwards on the age scale, and instruction being supplemented by medical and dental treatment, free books, school meals and such-like extras. Most of us, however, have come to regard this as right and proper, and see no reason for fearing that children who have been well educated, well fed and well doctored under state auspices, will not be as good sons and daughters, and in their time as good fathers and mothers, as those who have gone before

‘Those who wish to clear their minds about the recurrent crises that trouble the world to-day would do well to get hold of the

OXFORD PAMPHLETS ON WORLD AFFAIRS

a series of immense value.’

Robert Lynd in *The News Chronicle*

32 pages each

4d. net each

Now, after nearly two years, the number of pamphlets has reached almost 50, and the general consensus of readers and reviewers is that the standard of objectivity has been well maintained. The sales now exceed 3,000,000, an average of 5,000 a day since publication began, and translations have been made into some 15 languages. Special editions have been issued in Canada, Australia, India and the U.S.A.

The price of the pamphlets, which has remained at 3d. ever since the series was first launched, has just been raised to 4d. It is hoped that the public will realize that this step is inevitable in face of the great increases in the cost of materials and distribution.

Among the last numbers to be published were *Latin America* by Robin A. Humphreys (No. 43), *The Military Aeroplane* by E. Colston Shepherd (No. 44), *The Jewish Question* by James Parker (No. 45), *Germany's 'New Order'* by Duncan Wilson (No. 46), *Canada* by Graham Spry (No. 47), *Italian Foreign Policy* by Barbara Ward (No. 48), and *Holland and the War* by G. N. Clark (No. 49).

We should be glad to keep applicants informed of additions as they appear.

Particulars of two new series, **The World To-day**, in which volumes on the U.S.A. and America's Economic Strength have already appeared, and **America Faces the War**, a series of pamphlets by distinguished Americans on problems raised by the War, will be sent on application.

OXFORD UNIVERSITY PRESS

Southfield House

Oxford

them. The reply to the Nazi challenge indeed is not a reduction of state action but more of the right kind. It would be foolish not to learn from the enemy in this respect. For their own purposes they have tried to effect a great improvement in the physical fitness of the population: democracy needs a healthy nation as much as they. They have organized the leisure time of youth and played on the deep urges of adolescence with military pomp and circumstance: our youth cannot be allowed to go slack for lack of an organization appropriate to our kind of life.

There are deep differences, it is true, between the Nazis and ourselves, and these must always be kept in mind. Take this matter of family life. Directly and indirectly, by regulation and propaganda, the Nazis have impressed on their people the need of the Reich for citizens and yet more citizens. To every man they say: 'You must marry'; to every woman: 'You must bear children'. That is a point of view foreign to a free people. Under such a system the personal considerations which we have come to regard as of fundamental importance in marriage matter little or not at all. And yet it would be a mistake to allow abhorrence of marriage-to-state-order and its aggressive purpose to obscure the fact that what the Germans are after is not altogether a bad thing; and that here again there is something worth pondering for the betterment of our own society. In an ideal community every man and every woman would marry and rejoice in the obligation to bring up good children. It is a reproach to our civilization that so many people fail to achieve a happy fruitful marriage. Here is one of freedom's failures.

Not everybody is likely to accept this point of view, and even those who do will probably refuse to believe that anything can be done about it. The objection will be made that this is a sphere in which planning is out of place, that if there is to be any real freedom people must be left to manage their own lives in the personal relationships of marriage and child-upbringing. And that is true—up to a point. People cannot have things closely ordered for them in the intimacies of life by Act of Parliament or by administrative action, and remain

responsible beings. Direct interference of a positive kind for eugenic ends is doubtfully compatible with democracy. But that does not mean that nothing can be done. Actually there are two ways in which the family can be improved by beneficent social contrivance with due respect for personality.

In the first place, it is possible for the state without concerning itself with its individual members to do a good deal to ensure the conditions necessary for fine family life. It is no use bewailing the fall of the birthrate as though it were taking place under some uncontrollable law of nature. If we take that view, we are inviting the doom of the democratic way of life, since it is in the nations with the greatest measure of personal freedom that the tendency to reduce families is most marked. If by state action the dictators can bring about an increase in average family numbers while the population declines elsewhere, the Nazi babies will win a surer victory than any the Nazi armies can ever hope to achieve. The free nations can only neglect this problem at their peril. Why are there so many unmarried people in them? And why so many childless families, and families with one or two children? Not, as is sometimes said, because people become more selfishly calculating with better education. Not because modern women do not want babies. Unless civilization has brought a lessened urge to pass on life—which there is no reason to believe—something has obviously gone wrong with our manner of living. If so, the remedy must be found in changed conditions. If under the present economic system with its requirement of profit-making occupation as a condition of existence, the human population is decreasing (as the horse population has decreased in competition with the motor) we must be prepared for a fundamental reconstruction before it is too late. But short of that, there are lesser remedies, more easily applied. It must be recognized that, as Sir William Beveridge has pointed out, children are the greatest single cause of family poverty to-day, and that the coming of the babies brings destitution in its train for many homes. If therefore the state needs more children (as it does) it must be prepared to reduce the burden on the parents by a generous scheme

of family grants. It is bad for both parents and children to have a stinting of resources in the growing up time. No less important is the matter of housing. The provision of houses ought not to be determined by the rent the occupants can afford to pay, but by the requirements of satisfactory family life. The economically conditioned houses which were being built everywhere before the war were not houses for families, but houses in which a limited number of persons could be tolerably comfortable so long as there was a restricted incoming of babies ; and the playing places to which the young people might escape from the pent-up life of the smallish houses were generally inadequate, if they were there at all. Whatever the cost, and however the cost is met, bigger and better houses are necessary for bigger and better families.

But changes in material conditions will not in themselves make people better. There must also be a spiritual change, a rise in the level of personal effort. And here, in the second place, is another chance for communal help to the individual. The democratic state depends for its very existence on an education and training which makes not only citizens but persons. Intelligent democracy must therefore give its people, old and young, every possible assistance to live their lives in the way best for themselves. It is not enough that the schools of the new age on which we are entering should impart a general culture. With a wide training in civilized ways they must combine the kind of specific instruction which will fit the boys and

girls to meet the ordinary requirements of home and work when they come to adult estate. More particularly, there is needed a preparation for domesticity in the broadest sense, not only or mainly for home economy, but for the varied personal relationships of the home.

Here is a new sphere for guidance work. At present guidance is mainly provided when things go wrong. But there is precedent for a very considerable extension of positive guidance in the help sometimes given in the choice of careers as well as in ante-natal clinics. It is a logical application of the democratic idea that the knowledge and the wisdom of the community should be at the service of its members, and especially of its young inexperienced members, in the affairs of everyday life. A beginning has already been made to ease some of the strains of bringing up a family by timely child-guidance, but there is scope for a wider guidance in regard to the varied adjustments required for happy married life. Generally there are problem parents behind the problem children ; and all parents have their problems. Instead of depending on the lessons of experience and running the risk of small maladjustments becoming great, as happens now, there ought to be provision of some sort for help to those who want help in family difficulties. Only by an organization of this kind, which puts the resources of the nation at the disposal of every family and yet respects personal freedom and experimentation, can the challenge of the age to the democratic home be met.

On Influencing and

D. W. Winnicott

No doubt the great stumbling-block in scientific enquiry into human affairs has been the difficulty man has found in recognizing the existence and importance of feelings that are unconscious. Of course people have long shown that they knew of the unconscious ; they knew what it was like, for instance, to feel an idea come and go, to recover a lost memory, or to be able to call on inspiration,

Being Influenced

Director of the Child Department,
Institute of Psycho-Analysis

whether benign or malignant. But there is a very great difference between such intuitive flashes of recognition of fact, and the intellectual appreciation of the unconscious and its place in the scheme of things. In fact, great courage was needed for this discovery of unconscious feelings, a discovery which will always be linked with the name of Freud. The reason why courage was needed is that once we accept the

unconscious we are on a path which sooner or later takes us to something very painful—the recognition that however we try to see evil, beastliness and bad influence as something outside ourselves, or impinging on us from without, in the end we find that whatever things people do and whatever influences actuate them, these are in human nature itself, in fact, in *ourselves*. This, again, man has long known in intuitive flashes; one might say it has been known ever since the first human being committed suicide.

Nor does man find it much easier to accept as coming from his own nature the good influences and the things he attributes to God.

Our power to think things out about human nature, then, is liable to be blocked by our fear of the full implication of what we find.

A study of the place of influence in human relationship has always been of great importance to the educationist, and it has a special interest for the student of present-day politics. This study involves us in a consideration of feelings which are more or less unconscious.

There is one kind of human relationship, an understanding of which will help in the elucidation of some of the problems of influence. This kind of human relationship has roots in the early days of the individual's life when one of the chief contacts with another human being was at feeding time. Parallel with the ordinary physiological feeding is taking in, digesting, retaining and rejecting in fantasy of the things and people in the child's environment. Although the child grows up out of this and becomes able to develop other kinds of relationship, this early one persists throughout life to a greater or lesser degree, and in our language we consequently find many words and phrases which can describe our relationship either to food or to people and inedible things.

Obviously there can be unsatisfied babies and also mothers urgently wishing to have their food accepted, and it is possible to describe people who are unsatisfied or who feel frustrated in their relations to other people.

For instance, there is the person who feels empty and who fears to feel empty, or fears the aggressive quality which emptiness puts into

his appetite. This person may, perhaps, be empty for a known reason: a good friend has died, or something valuable has been lost; or through some more subjective cause he is depressed. Such a person has a need to find a new object with which to be filled, a new person who can take the place of the one lost, or a new set of ideas or a new philosophy to replace lost ideals. It can be seen that such a person is liable to be influenced. Unless he can bear with this depression or sadness or hopelessness, and wait for a spontaneous recovery, he must go and seek a new influence, or succumb to whatever powerful influence happens to turn up.

It is also easy to picture a person with a great need to give, to fill people up, to get under their skin, really to prove to himself that what he has to give is good. There is unconscious doubt, of course, about this very thing. Such a person must be teaching, organizing, effecting propaganda, getting his or her own way through influencing others to act. As a mother, such a person is liable to overfeed or otherwise to spoil her children, and there is a direct relation between this anxious eagerness to fill and the anxious hunger I have described.

No doubt the normal drive to teach is along these very lines, and all of us to some extent need our work for our own mental health. The normality or abnormality is largely a matter of degree of anxiety. On the whole I think pupils prefer to feel that teachers do not absolutely need to teach in order to keep their own depression at arm's length.

Now it can easily be imagined what happens when these extremes meet. Here is one person empty and anxiously seeking a new influence, and here is another aching to get inside someone and exert influence. In the extreme case, where one person, so to speak, swallows the other whole, the result can be a rather ludicrous impersonation. Such incorporation of one person by another can account for that spurious maturity that we often meet with, or may explain how it is that a person can seem all the time to be acting. One child who has copied some hero or heroine may be good, but the goodness somehow seems to be unstable, or another acts in a bad way, and he is not really so bad, but is acting a part. It is a common experience to

find a child with an imitation of the illness of some one who has just died and who was dearly loved.

It will be seen that this intimate relationship between the one influencing and the other influenced is a kind of love-relationship and can easily be mistaken for the true article, especially by the persons themselves.

Between the extremes are the majority of teacher-pupil relationships. In these the teacher likes to teach, and gets reassurance out of success, but does not absolutely need success for his or her mental health; also the pupil can enjoy going for what the teacher has to offer, without being compelled by anxiety to retain everything as it was taught, or to believe everything any one teacher teaches. The teacher has to be able to tolerate being doubted or suspected, and the pupil has to be able to tolerate not immediately or not consistently getting what is good and therefore desired.

From this it follows that some of the most eager members of the teaching profession might be limited in their practical work with pupils exactly because of their keenness. For this keenness can make them unable to tolerate the children's sifting and testing of what is offered them, or their rejection of it, and pretending that they do not like it. In practice these are inevitable irksome things, and they cannot be avoided except by unhealthy over-riding.

If a woman expected to be a mother without ever meeting the child's urge to make a mess at the moment of acute desire to defaecate, if she hoped never to have to grapple with the problems arising out of the clash between her convenience and the child's spontaneity, we should think her to be shallow in her love. She might over-ride the child's desires, and train her child by domination of her personality, but the result, if successful, would be considered dull; and success of this kind easily turns to failure, for the child's unconscious protest may unexpectedly appear in the form of intractable incontinence. It is similar with teaching.

Good teaching demands of the teacher a toleration of the frustrations to his or her spontaneity in giving, or feeding, frustrations that may be felt acutely. The child, in learning to be civilized, naturally also feels frustrations acutely and is helped in this not so much by the



CIVIC ENGLISH

A non-literary English course

by C. M. and H. R. BENNETT

In three books, illustrated. 1s. 8d. each.

'This book is real value for money. It is a breakaway from the usual English which aims at power and polish. This book gets down to solid simple English in the things of everyday life that matter, e.g., The Post Office, Holidays, Libraries, The Highway Code, The Telephone, etc. The exercises on them are sensible and sound.'—*The London Schoolmaster*

'The material is simple, practical, and above all, original and attractive, and stimulates interest by its life and action. Sensible questions and examples and numerous diagrams and illustrations complete a most engrossing introduction to this new approach to the study of English.'

Aberdeen Press and Journal

'They fill a pressing need in the education for citizenship.'—*H. Wyndham Badger in the Higher Educational Journal*

CIVIC ARITHMETIC

by E. M. RODGERS

In three books, illustrated. 1s. each.

(Cloth binding, 2d. extra.)

Teacher's Book, 1s. 6d.

'Excellent little books dealing with the problems of real life, as encountered by two families and their friends, how to spend money wisely, the various calls on the family purse, and how to make ends meet.'—*The London Teacher*

'These books deal with problems met with in civic life. They are somewhat unique in character. In them we find problems dealing with Spring Cleaning, Rates and Taxes, Shopping, Lighting and Heating, etc. The books have been very well got up and are very interesting and useful.'—*The Schoolmaster*

The Publishers will gladly send copies of the books on approval, and if they are adopted for class use, grant them as specimen copies.

A. & C. BLACK, LTD.,

4, 5 & 6 SOHO SQUARE, LONDON, W.1.



LARGE DEPT. FOR EDUCATIONAL BOOKS

F O Y L E S

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB! Members buy Books published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone : Gerrard 5660 (16 lines)

teacher's precepts as by the teacher's own ability to bear the frustrations inherent in teaching.

The teacher's frustration does not end with the recognition that his teaching is imperfect, that he is liable to make mistakes, and that sometimes he may act meanly or unfairly or may actually do bad things. In addition, his best teaching will be rejected. Children will bring to the school situation doubts and suspicions that belong to their own characters, that are part and parcel of their own emotional developmental distortions; also children will always be liable to distort what they find at school because they will be expecting to find their home environment either reproduced there or else represented by its opposite.

The teacher has to bear with these disappointing things, and in turn the child has to bear with the moods and character difficulties of the teacher. This morning one teacher got out of bed the wrong side. Another was upset by his wife's breakfast conversation, or by her habit of overlooking his newspaper. And very many teachers quite frankly know nothing of the bodily gratifications that can legitimately give adults poise and steadiness, qualities which are welcomed when they are found by pupils in the adults to whose tender mercies they are entrusted.

The more we look the more we see that if teachers and pupils are living healthily they are engaged in a mutual sacrifice of spontaneity and independence, and that is almost as important a part of education as the teaching and learning in the set subjects. At any rate, education is poor stuff, even when the subjects are well taught, if this object lesson—'give and take'—is absent, or is over-ridden by dominance of one personality over another.

Our thinking out has led us, as thinking about education often does, to the conclusion that nothing is more misleading in the assessment of educational methods than to go by academic success or failure. Success may so easily mean that a child or a group of children has found that the easiest way to deal with a particular teacher or a particular subject or with education as a whole is by subservience, a holding open of the mouth with the eyes shut, or a swallowing whole without critical inspection. This is false because it means that there is a complete denial of very real doubts and suspicions. Such a state of affairs is unsatisfactory to the lover of individual development (by which I do not mean irresponsibility); but it is meat and drink to a dictator, especially to one who has a single clear aim, and also has a minister of propaganda exploiting the child's hatred of his own doubts and fear of his own inadequacy.

In our consideration of influence and its proper place in education, we have come to see that the prostitution of education lies in the misuse of what could almost be called the child's most sacred attribute: *his doubts about himself*. The modern dictator knows all about this, and wields power through putting the knowledge into practice. We can only hope that the child of democracy, in whose education some rejection of even good influence is allowed, will be able to find faith in himself. And it is this that will enable him to avoid being conquered by the hordes of the efficiently subservient, products of countries where doubts of self and suspicions of teachers are not allowed, and where objective analysis of human nature is replaced by a subjective sense of being right.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

*Illustrated prospectuses gladly sent post free.***A. BROWN & SONS, LIMITED**

32 BROOKE STREET, HOLBORN, LONDON, E.C.1

The Permissible Limits of Christian Bias in a School

A. F. Smethurst

Vicar of Market Lavington ;
Religious Instructor at Dauntsey's School

Is there a rightful place for religion in education? This question is apt to produce intense emotion and controversy, but the answer to it can only be reasonably reached by asking what contribution religion can, in fact, make to the development of the adolescent mind and character, and to the training of the intellect in clear thinking.

The writer contends that the Christian religion—and no other—plays two supremely important roles in the thought and life of mankind to-day, and that on this account religious 'bias' is permissible, and, indeed, essential, in all education. One of these roles lies in the moral sphere.

On the intellectual side a Christian bias in education would appear to be amply justified. But while the intellectual beliefs of Christianity are a vital part of the religion—indeed a far more vital part than has always been recognized—they are not the whole of it. They provide a basis, a justification, a standard for thought, while the moral or ethical side of religion affords a basis for conduct and an answer to the problems of the child as he faces life. The character of Jesus Christ, his life and example, the teaching of the Gospels and the Epistles, combine to set before us a definite view of life and a flexible and living spiritual ideal which, once clearly visualized, can both inspire conduct and solve moral dilemmas. Where else but in religion can such a positive answer to the problems of the adolescent be found? The old days when we could trust unquestioningly to the emotional swirling of that undefined entity which used vaguely to be called 'conscience' are gone for ever. We now recognize the results of unconscious impulses for what they are, and realize that clear thinking is as essential in the moral sphere as it is in the intellectual. Vague sentimentalizing and sudden emotional urges are no substitute for clear, sane, unbiassed, rational consideration

and judgement of conduct. But there can be no judgement, no assessing of various lines of action, no decision in moral problems, without a standard of reference. The child who is given no such standard, who is left to face the problems, difficulties and decisions of adolescent and adult life without any guide or fixed principle, is uneducated, unfitted for living in this world, and unable to direct or control his own psychological machinery.

It is not suggested that all children will accept the moral principles of Christianity. In the ancient language of classical theology one cannot be made a Christian by instruction, one can only 'through the grace of God' be 'converted'. But those who are 'converted' will henceforth possess a spiritual force and a sure guide in conduct which will be of inestimable value to them all their lives. It is the clear duty of any enlightened system of education to put this Christian Faith, this view of life and standard of conduct, fairly, constructively, and attractively before them, so that they may weigh it up impartially, recognize its innate appeal, and feel its impact upon their mind and moral sense. If it fails to impress, then no more can be done by a school; but the school which does not present the faith at all incurs a great responsibility in risking the future mental, emotional, or spiritual shipwreck of its pupils through lack of any guiding light or standard of reference. The Christian religion presents a clear ideal of personal conduct and of social and community life. It claims to provide an answer to the problems of actual existence. Since it makes this claim it has a right to be heard and considered.

On these grounds it may be maintained that education should frankly admit a religious bias. But how far may this bias go? It would certainly be wrong to allow it to distort or affect instruction in secular subjects. To teach chemistry, biology, or even psychology with

THE PROPER STUDY OF MANKIND

by B. A. Howard

4s 6d net

'Discussion is the very essence of this book'

¶ B. A. Howard, headmaster of the Addey and Stanhope School and author of 'The Proper Study of Mankind', shares with many educationists an uneasy feeling that the official curriculum does not meet as closely as it should the real needs of boys and girls—that specialisation, *by itself*, is not enough. In 'The Proper Study' he has sought to give sixth form pupils some sense of the unity of knowledge, an introduction to the wide range of topics in which an intelligent adult should be interested, and, above all, some idea of the problems with which, as citizens, they will one day have to deal.

¶ Mr. Howard's book is the outcome of a discussion course he developed with his own sixth form. He has embodied in a booklet of Notes his own and his pupils' adventures in working out this course. The Notes (price 1s) will gladly be sent to teachers of sixth forms, lecturers or students in training colleges, workers in adult education or anyone else who is interested in the problems of a liberal education.

GINN AND COMPANY LTD.

LONDON

TO GINN AND COMPANY LTD.

BRIDGESIDE WORKS, MCDONALD ROAD, EDINBURGH

Please send me a free copy of B. A. Howard's Notes on The Proper Study of Mankind.

Name.....

Address.....

religious bias would be intolerable—and false to the Christian ideal of fearless truth. This sort of partisan prejudice is the Nazi heresy. But the instruction of the child at school must include certain periods devoted to a plain, systematic, and scrupulously fair and sound exposition of the *fundamental* doctrines of Christianity, as believed *Semper, ubique, et ab omnibus*. Such an exposition of the Christian beliefs about God, about Christ, about the nature and purpose of man, and about the Christian Church, cannot profitably be presented to a child until the age of 16 or over. Also it will not be intelligible unless instruction has first been given in the Old and New Testaments, in which Christian doctrine is rooted. A course of study of the Bible should therefore be given for several years previous to the doctrinal course; and in this the Old Testament should be read so as to make clear the development of Jewish religious and moral ideas, the spiritual experiences of the Hebrew nation, and the rise of its religious institutions; while the New Testament should be examined as the record of the 'Gospel', the original message entrusted to the Apostles, as set forth in the Acts and the Epistles, and expanded in the Four Gospels, in the manner described in Professor C. H. Dodd's 'The Apostolic Preaching'. Thus it will be possible to build up the cardinal beliefs of Christianity from the New Testament, briefly tracing the subsequent modifications they have undergone as the result of reasoned and concentrated theological thought and of the experience of the Christian community. Finally the course should end in an opportunity for the adolescent to raise any questions or problems, or make any criticisms, relating to religion, and these should be freely and candidly discussed either in class, in voluntary informal groups, or individually. At Dauntsey's School, where a system of religious instruction on the above lines has recently been initiated, such discussions, both in class and in groups, have been most stimulating, lively, and productive. Such an explanation of the Christian Faith will lay its essentials clearly before a child, and enable him at the adolescent stage to understand what the Christian beliefs really are, and to decide for himself whether or not he can sincerely accept them.

In the same way also the moral doctrines of Christianity must be derived from the New Testament, and they will best be presented in the form of a few great basic principles, such as Truth, Righteousness (*Justitia*), and Love (illustrated by the words and parables of Christ) the application of which must be left to the individual in each case; but examples of how this application should be done and of the science of weighing up and equating moral principles (Casuistry) should be given in the form of specific instances, and an effort thus made to train the faculty of intelligent and logical moral judgement, so vital to the mental and moral health and peace of the adolescent and adult. At the same time it is quite essential to set before the child the fact that Christianity is not merely intellectual: it is a life to be lived; and above all it is not primarily individualistic, but a life to be lived in community and for the community. The latter point must result in Christian morals being taught in relation to politics and economics, and the Christian principles in these matters studied and discussed. Where civics is taught in lower forms, the civics and religion period may be united in the Upper VI and Christian civics worked out there. But in addition the fundamental conception of the Christian community as a fellowship of Christians united in faith in Christ, in loyal service of Him, and in one life of self-sacrifice and service, and united also in worship and prayer, must be made real to the children. This can be done partly by instruction, but mainly by practice; it can be expressed by linking up religious teaching and observance with the active worship of actual Christian churches; avoiding the development of an individualistic and eclectic form of school service unlike any actual form used outside; and showing the value of subordinating individual preferences and desires to the will and practice of a community; and also by making the school itself into a Christian community. Only so can the idea of the Christian life of community, fellowship and service, of devotion to a common cause rather than self-centred pride and egotism, be demonstrated, and this form of religious bias in the ordering of school life and school ideals is both justified and necessary if

Christianity is to be fairly presented as a way of life. It will make for clear thinking in the planning and direction of school activity, provide a central aim for the whole, and also enable children fairly to assess the value of the Christian ethic and clearly to understand it.

Thus it would appear that religious teaching in all these senses has a rightful and important place in any sound education, and that so far

as is necessary for the fair and adequate presentation of it to children religious bias must be admitted in education.

Certain sorts of religious bias—denominational bias, personal bias, subjectivism—ought to be kept out of education ; but it is useless to try to present to the child a form of teaching devoid of any definite creed or character ; such teaching is not religion at all and it cannot be real Christianity.

Clear Thinking

F. S. Leontinoff

Lecturer at Morley College

IT is easy to set up as an aim rational enlightenment for the mass of the people ; it is a difficult business to discover what are the limitations on our possible achievement of this ideal. These limitations are not simply the restrictions which variations in individual intelligence impose, nor are they merely the results of transitory social and economic inequalities which we can hope are removable. There are deeply rooted obstacles to clear thinking of a social and psychological kind which seem to be characteristic of an industrial mass society and we need to know what these are, if we are to work efficiently for the maintenance and fuller realization of a democratic way of living.

A critical and dispassionate intellect, conscious of itself and its social situation, finds the art of clear thinking difficult to practice once the protecting boundaries of a specialized field have been left behind. This being so, to what extent is it realistic to hope that ordinary citizens will be capable of reaching the level of straight thinking and articulateness which it seems will be increasingly demanded of them if democratic society is to be efficient ? To rise above the level of common sense is a necessity, since common sense is not sufficient to solve the simplest technical problems of social life. The war has rubbed in this lesson bitterly enough. To evacuate children and settle them in billets seemed to the authorities to be a matter that in the main required only common sense. When common sense had made a mess of the job, it was the specialized

and subtle skills of the trained social worker, the psychologist, the educationist, which were called to the rescue.

What is clear thinking ? It is not proposed to define it, but at least such thinking involves the grasp of logical connections among the objects of its thought, and the understanding of the rational and of the irrational forces in men. Both of these are needed to define social ends which are practicable as well as worth while, and to discover the means of realizing them. If clear thinking is necessary to the survival of a democracy, we have to face the question, by whom must this clear thinking be done ? By all or by some of its members ? If it turns out that not all are capable of clear thinking, then the few will have to think on behalf of the many. This is a conclusion repugnant to our inherited conception of a liberal political democracy. But it may be a true conclusion and therefore one which will have to be accepted and in terms of which we will have to plan.

It seems to me that the ideal of a democratic society composed exclusively of clear thinking élites is a utopian conception. Our knowledge of sociological and psychological processes is still too fragmentary and crude to make it possible to bring about the transformations which such an ideal would require. It is clear that the techniques for transforming groups can be successfully used ; but the ends which such transformations are in fact serving are largely opposed to democratic aims, however they may be defined. We are being forced

HORIZON

ONE SHILLING

MONTHLY

June Issue

AUGUSTUS JOHN'S THIRD INSTALLMENT OF AUTOBIOGRAPHY: DEMOCRACY, by A. L. Rowse; VIRGINIA WOOLF by Sir Hugh Walpole and Martin Turnell; THE MOMENT OF TRUTH, a story by Antonia White; AMERICAN PAINTERS by John Rothenstein; reviews, poems, etc.

Subscription Rate:

Seven Shillings for Six Months.

Editorial Offices:

6 Selwyn House, Lansdowne Ter.,
London, W.C.1.

to admit the unpleasant truth that it is easier to bring about those transformations in social life and individual attitudes which are incompatible with the democratic ethos than it is consciously to control personal and social development in the direction of a rational freedom.

Genuine historical understanding and psychological insight can give the key to this terrifying direction of experimental social control. There is no need to invoke the vicious fiction of the 'Germanic soul' to understand the practice of Germany's rulers or the reactions of her people.

A highly industrialized society builds up its technical achievements on the wreckage of a thousand group solidarities which it has broken down in its progress. The securities of a customary life which satisfy the instinctual demands of men tend to disappear, and for the habitual order of a relatively closed society there is substituted the unstable network of functional relationships which the relatively open economic system demands. Men do not become members one of another by sharing as economic units in the same economic order. When that order is unstable, when it forces

on its members radical readjustments in behaviour without guaranteeing at least economic security, it prepares the way for regressions which it is only too easy for individuals and groups to make. Thus the demand for leadership can take a rational or an irrational form; when it expresses the longing of masses of human beings to yield up their lives to the direction of a power whose authority and sanctity is all-embracing and unassailable it is a demand which inhibits clear thinking, for it is the demand to be released from adult responsibilities, and as such is regressive. Societies regress as well as individuals, and social regression largely takes the form of the re-establishment at the political level of those patterns of group behaviour which are typical of sociologically more primitive stages than our own. The conditions of war stimulate such regressions; in the face of danger the solidarity of the group spontaneously is strengthened and the identification of the individual with his society becomes a matter mostly for unconscious adjustment. The function of the leader and father gains enormously in significance. These processes are necessary but they do not make for clear thinking which even in peacetime is always liable to be socially dangerous to the individual.

The industrial organization of life imposes standards of technical efficiency which are growing higher and higher. It demands rationality of a kind, the grasping of logical connections in certain fields, but not insight into the nature of human reason and unreason, nor a correct historical understanding of social events. Nor does it stimulate independence of judgment in the execution of work; on the contrary it is extending over wider and wider spheres of conduct the standardization of behaviour which makes calculation and prediction possible. Personal deviations, above all, need to be eliminated or negated in the delicately organized and balanced industrial machine.

We cannot look, then, to the actual impact of working conditions upon the masses for a sufficient stimulus to clear thinking. The requirements of industrial life are the ability to co-operate with one's fellows along lines of behaviour which are not selected by, but set for, the individual; an increasingly higher

standard of literacy, including the mastery of intellectual techniques such as mathematical skills; and ever greater technical efficiency. All these together are perhaps necessary for the clear thinking that a twentieth century democracy needs, but they are not sufficient to produce it.

The freedom which almost all people seek is freedom from fear: whether the fear is objective—as, for example, fear of unemployment in a slump; or subjective—the particular fears of individuals which are derived from their inner psychological development, for example, the fear of being mastered by one's own aggressive impulses. Social security means many things: at the least it must mean a measure of freedom from economic insecurity and the protection of the stability of social symbols round which group emotions can be integrated. We cannot yet dispense with the myth in society, and although we have passed beyond the Platonic myth of the men of gold and of silver and of brass, Plato's acute insight into the function of myths as integrating social forces still remains valid. This being so, the extent to which myths and symbols still are necessary to maintain social integration and stability is the extent to which clear thinking is limited by quite general factors. How far could Fascism have progressed in winning power in Germany had it not possessed acute understanding of the need for a reassuring and integrating national myth such as that which is embodied in the racial theory? How much do we rely upon the myth of our national character—a 'bulldog breed' always capable of 'muddling through' triumphantly at the end—and upon the symbolic value of Royalty, the ballot box and a hundred other firmly rooted social institutions? Indeed, it is the poverty of the democracies in creating invigorating and compelling myths and symbols, which seems to many one of their most vulnerable weaknesses.

Myths and symbols have a dual social utility: they integrate and they function as taboos on 'dangerous thinking'. They are necessary, but they act as barriers to clear thinking by the masses.

The argument roughly outlined leads to a conclusion which the writer knows must be

CIVICS

James Fox, M.Sc., Ph.D.

A clear outline of fundamentals and general principles.

"In several respects the work is outstanding. There is a particularly good account of the electoral system . . . a brief but lucid chapter on the judiciary . . . and an encyclopædic description of the functions and finances of local authorities."

Times Educational Supplement

Crown 8vo.

288 pages.

Illustrated.

5s.

GEORGE G. HARRAP & CO. LTD.

182 High Holborn

London, W.C.1

an unacceptable one to many. This is that it is not possible, given the inescapable conditions, to transform the masses into clear thinkers. Nor, it should be stressed, do the vast majority want to be the rational masters of their own social fate.

Education which has as its aim the production of clear thinking adults can, in the nature of the case, be provided for only a small proportion of the population. The remarkable experiments in education which the twenty years between the wars has witnessed have been costly and individual processes. Whether the aim is to develop a personality free from inner conflict and capable of delicate and rational adjustment to its environment, or whether it has been to re-educate and transform the neurotic personality—both processes have involved the concentration upon the individual child or person of the highly skilled techniques and the wisdom which is possessed only by a very few. To transform or create personalities is a slow business. To achieve stable results the work must be done from within—not simply by the

alteration of behaviour and by the conditioning of conduct. Genuine clear thinking on social matters can come only as the production of personalities which can be claimed, with some right, to form a social and intellectual élite. Clear thinking in some specialized field is another matter—the most brilliant of physicists, biologists, mathematicians, may be hopelessly uncritical, unhistorical and muddled in the problems of defining social aims and techniques. In this fact lies the answer to those who make the claim that ‘the scientist should be the ruler in society’.

Given the general sociological conditions, it seems very likely that the problem of how to stimulate clear-thinking can best be tackled from outside; that side by side with the intensive education of a few the aim should be to create those external conditions in the social environment which for the masses of human beings will be favourable to the development of rationality and to the control and direction of irrational forces. To create such conditions we must first know what they are. Such knowledge is not ready to hand. Sociological enquiry, especially in England, is in a backward state, its value insufficiently recognized and its research workers inadequately supported. Almost all that the present writer has learnt of the nature of contemporary sociological problems has been derived from the invaluable contribution which Professor Mannheim has made and is making in this field. The rejection by Germany of one of its profoundest thinkers is giving a much needed impetus in England to work of vital social significance.

Experience in giving lectures on ‘Clear Thinking’ to adult classes has confirmed the writer’s view that such direct techniques can be only supplementary to an indirect approach to the problem—‘how can thinking clearly be stimulated?’ For even if we were to assume that the select groups of people who voluntarily devote themselves to their own educational progress are representative groups, the writer’s own experience has shown her that no amount of intellectual instruction can really effect the obstacles to clear thinking which very largely are not purely intellectual at all. The nature of logical thinking can be patiently explained, the emotional factors which inhibit clarity and honesty can be carefully described: the writer is yet to be convinced that such explanation and description can do more than encourage those in whom the tendencies towards objective attitudes are already strong. People with such tendencies are exceptional. For the rest, unconscious emotional and social factors, which cannot be reached by even the most informal lecturing method, determine the course of their thinking. It is certainly not within the power of the most ardent advocate of adult education to break down by direct instruction the almost universal resistance to undertaking that examination of life without which, Socrates said, life is not worth living.

[For somewhat different views see: *Clear Civic Thinking*, Denys Thompson, *New Era*, July, 1940; *Leadership*, Vivian Ogilvie, December, 1940.—ED.]

Mathematics for the Moron?

G. P. Meredith

Department of Education, University
College of the South West, Exeter

THE suggestion of facetiousness in the above title is not intended to imply doubts concerning the reader’s intelligence, but rather, by a pardonable exaggeration, to query the soundness of much that passes for mathematics teaching in schools to-day and thence to raise several important questions.

First, a few dogmatic assertions. Mathematics is difficult. Only inverted intellectual snobbery

denies this. But the difficulty of mathematics is not the difficulty we are concerned with here. Plenty of other things are difficult and can only be tackled by people with more than average intelligence. The curious and serious phenomenon that has provoked this article is the fact that large numbers of highly intelligent people are happy to proclaim their entire ignorance of mathematics and their conviction

LIFE AND LETTERS TO-DAY

continuing

The **LONDON MERCURY** and **BOOKMAN**

under the editorship of

ROBERT HERRING

now established at

18 Station Road, Eckington, Derbyshire

announces for

SPRING PUBLICATION

in current and forthcoming issues

BACKSTAGE CANTEEN

(Articles by Drivers in the Y.M.C.A. and W.V.S.)

THE PARK

(A New Long Story)

By H. E. Bates

IN THE EPIRUS

By W. L. Carter

COUNTRY JOURNAL

By Margiad Evans

TROUBLESOME RELATIVES

(A Disquisition on 'Who' and 'Which')

By Winifred G. Wilson

Two New Poems

By Osbert Sitwell

Short Stories

By Crichton Porteous, Freda C. Bond, Howard Clewes, George Ewart Evans, L. S. Boyd

Diaries of Louise Hely Hutchinson

(Passages dealing with the Crimean War)

Reviews by Arthur Waley, H. W. Nevinston, A. Calder-Marshall, Thomas Walton, Gwyn Jones, G. Lapage, Francis Scarfe, Lorna Lewis, etc., etc.

Published **1/-** Mid Month

From all Booksellers and Newsagents or direct from 41 Upper Town Road, Greenford, Middlesex, and Kit's Bookshop, 8 Cecil Court, London, W.C.2.

that no power on earth could ever make them either like or understand the subject. Naturally even larger numbers of people of average or low intelligence say the same thing but, granted that mathematics is difficult, this presents no great problem for the educational theorist, although it brings the teacher in the classroom many a headache.

Mathematics is difficult partly because it is a method of clear thinking—and all clear thinking is difficult, being the rarest and latest and most precarious of man's evolutionary achievements. But this is not its peculiar difficulty. In any case what do we mean by difficulty? Objectively it is measured by the fewness of the people who can do a given task. Subjectively, the experience of effort, of overcoming obstacles, indicates difficulty and it is enormously increased by feelings of repugnance towards the task. Some kinds of difficulty excite the joy of battle and the mathematician certainly experiences this joy in attacking difficult problems. What we have to explain is the repugnance of the non-mathematician. It is not necessarily an aversion to clear thinking as such (though there are quite intelligent people who paradoxically use their intelligence to throw up a verbal smoke-screen whenever clear thinking is on the agenda).

This repugnance for mathematics is an emotional attitude and it would appear to derive from two main causes. As both are, with some effort, removable it is worth while to examine them.

Chicken-pox, measles, 'flu or other ailments attack the majority of children at some stage in their school career. The effect on their mathematics, though commonly overlooked, is profound. For mathematics, as commonly taught, is a continuous chain. Illness cuts out vital links and the continuity is gone. Most school subjects suffer a little from absence, but mathematics suffers fatally. Other subjects do not exhibit the close-knit coherence of mathematics. A child returning to school after an illness finds that the class has moved into new territory and he is left behind and lost. Possibly he never finds the bridge crossed by the others. So he gets behind and stays behind. No one notices the causal connexion between his illness and his backwardness. The comforting

myth that because father could never do mathematics therefore son cannot be expected to do it, is sometimes put forward to help him to feel less of a moron. But only too often the attempt to solve the jig-saw puzzle with some of the pieces missing induces a sense of frustration, humiliation and inferiority, and these unpleasant feelings are projected on the subject itself, so that mathematics becomes Public Enemy No. 1.

This is not the whole story but it is an important, though neglected, chapter of it. There are several more chapters, of which there is room here for only two or three. One factor which is ignored almost as often as the illness factor is our ignorance of the elementary psychology of mathematics. Logic has monopolised all the attention, and as an educational weapon logic is quite inadequate. What happens logically in a mathematical process is by no means identical with what happens psychologically in the learning of it. We need go no further than multiplication to appreciate this. ' $8 \times 5 = 40$ ' means logically 'take 8 items 5 times and the result is 40 items'. But psychologically what happens is 'Five eights are forty' which is as automatic and alogical as saying 'Hickory-dickory-dock'. We might almost define calculation as the application of memorized rules to memorized tables. Once tables and rules are learnt the sole burden on the intelligence is to select the appropriate rule for a given type of problem. This is as true of the differential calculus as it is of elementary arithmetic.

Before going on to the third point it may well be asked here: how is this demonstration of the rôle of memory and habit in mathematics to be reconciled with the earlier description of mathematics as a method of clear thinking? The answer is that clear thinking, whether about quantities or about qualities, inevitably involves memory. When the child says: 'Five eights are forty', the memory carries the burden of the meanings of 'five' 'eights' 'are' and 'forty' and cannot function if the multiplication table has not been learnt. When the child says 'In the sentence—"the dog bites the man", "the dog" is the subject of the verb "bites"', the part played by the word-order in answering the question 'Who did it?' is

Education Changes in U.S.S.R. What do they mean?

You will find the explanation in
BEATRICE KING'S article in

THE ANGLO-SOVIET JOURNAL

Vol. II, No. 2, just published

16 pages of illustrations 2s. per copy

Of special interest to geographers.

Soviet Oil and Gas Dr. G. W. Tyrrell
The Soviets in their Arctic
Part II by James Fisher

Subscription forms and full particulars on application to:

LINDSAY DRUMMOND Ltd.
6/7 Buckingham St., W.C.2

embedded in the child's whole system of language habits. In both cases large tracts of human experience and thought are telescoped into a conventional system of symbolism, and the skilful thinker is the one who is entirely at home with the conventions. This, incidentally, is one of the toughest problems to be solved by the advocates of freedom in education. Civilized thinking is a symbolic process rooted in convention. The blind acceptance of convention makes for an imitative, derivative, bureaucratic civilization. The rejection of convention hurls us into barbarism. The lesson to be learnt from mathematics, especially from such branches as non-Euclidean Geometry, is that there is nothing sacrosanct about a convention, but having adopted it you must carry it through. Modern logic has made the same discovery. It has not a little in common with the democratic doctrine that all authority is derived from the people.

In early days mathematics was closely associated with music, notably by the Pythagoreans. This was not altogether a good thing either for mathematics or for music, but

it points to a valuable psychological conclusion, viz., that the mathematical and the aesthetic outlooks have something in common. This does not mean that they are identical. They point in quite different directions. But the love of order, balance, symmetry, the feeling for fitness and relevance which are some of the aspects of the aesthetic outlook also play an important part in mathematics. They play a direct rôle in guiding mathematical thought. They play a further rôle in the learning process in making the subject attractive. But mathematics can be made aesthetically stimulating only by the teacher who has experienced aesthetic inspiration himself and can sincerely say that he finds the subject beautiful. On a less lofty level some teachers can find plenty of fun in mathematics and can give lively lessons in consequence.

These considerations point to the second of the two main causes of the emotional repugnance towards mathematics. Mathematics can, and only too often does, appear the most arid of pointless disciplines, a sequence of dead symbols, quite apart from whether it is difficult or easy. The teacher who can reveal both fun and beauty in the subject finds the apparently inherent dislike for mathematics dissolving away. Mathematics is essentially a methodical subject, and human beings are rarely methodical by nature. By introducing a little madness into his method the teacher can humanize and vitalize this supremely important subject.

If these two obstacles, viz., broken continuity and aridity, can be surmounted, mathematics can compete for interest on equal terms with

other school subjects. If it goes no further it will at least have lived down its evil reputation. But it can do more—it can do what all school subjects should do, viz., contribute to the making of citizens. This means not merely illustrating mathematical processes by examples on rates and taxes, household accounts etc., necessary as these are. It means giving a training in quantitative thinking which will provide citizens with an essential weapon of political thought—the ability to handle and evaluate quantitative social data. Much that is at present included in school mathematics courses could safely be omitted. An important branch usually left out should be included without further delay, viz., elementary statistics. ‘You can prove anything by statistics’—but not to statisticians. Demagogues flinging their figures at a statistically educated electorate would be rejected for the men of straw they usually are.

The traditional method of teaching mathematics has turned out generations of mathematical morons. If the foregoing diagnosis is correct, a number of drastic, though entirely practicable, changes are indicated. First, provision should always be made in the school timetable for children to make good all important losses through absence. Second, the aesthetic aspect of mathematics should be explored, developed and exploited. Third, the whole subject should be given social purpose by relating it to vital social problems. A fourth essential reform, the integration of mathematics, both in its several branches and with the curriculum as a whole, requires separate consideration.

New Education Fellowship Easter Conference

THE Easter Conference of the English N.E.F. carried January's study of the Future of Society into the sphere of education. ‘A New Deal for Youth’ was chosen as the subject, following Professor Clarke's suggestion that in planning education we should begin with the problem of adolescence. We sought to see it in broad social terms as the first step towards a reconsideration of education as a whole.

Dr. Karl Mannheim opened the Conference. The significance and contribution of youth, he said, depend on the character of society. Youth is always

one of society's latent spiritual resources. Its principal asset is that it is not yet completely involved in the social *status quo*. But, whereas a static society can do without mobilizing these resources and can rely mainly on the experience of the old, a rapidly changing society will sooner or later require the co-operation of youth as a revitalizing agency. Youth is by nature neither progressive nor conservative, but it is potentially ready for a new start. Because it is biologically in a ferment, and still more because it is trying to penetrate the adult world, it is disposed

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

to sympathize with dynamic social movements which (mostly for other reasons than youth's) are dissatisfied with the existing order.

In England a traditional society has prevailed and youth's rôle has been unobtrusive. The present war of ideas demands that the spiritual resources of youth be called into play, if its outcome is to be a higher form of democracy, and this in turn demands a creative vision. England is, in fact, undergoing a tremendous social reconstruction; a democratic planned society—neither Communism nor Fascism—is emerging. But it is being done in the mood of a static and traditional society. At a moment when the birth of an idea means leadership, it cannot be broadcast to the world because England has not adjusted herself spiritually to what she has accepted materially.

The reasons for this spiritual frustration are to be found in a sociological configuration that is coming to its end: the wealth, security and unchallenged primacy which made gradual, empirical transformation possible and systematic thinking about general principles unnecessary. In that situation youth was not encouraged to contribute to the dynamics of society, but was neutralized. To-day, when a commercial democracy on the defensive is being transformed into a militant democracy, youth has a pioneering function to assume. Only a nation-wide youth policy, affecting the whole educational system, can help us.

This is not totalitarianism. It is nothing but an expression of a dynamic society under modern conditions mobilizing all its resources in the service of a new social ideal. England will have to use youth as pioneers in building up a new world. If her aim is to achieve a planned democratic society by reform and not by revolution, the spirit of her youth movement will be one of co-operation, mutual understanding and tolerance. But tolerance does not mean neutrality as to right and wrong, or tolerating the intolerant. A militant democracy will defend those basic values—decency, mutual help, trustworthiness, respect for the person, etc.—without which a social order cannot function peacefully. But it will leave the more complicated values to individual choice. It will experiment with new forms of authority, realizing that between absolute freedom and blind obedience many grades and blended attitudes are possible. It will evolve an education in which, on the lower levels, basic conformity and habit-making will be developed, while on the higher levels those qualities will be fostered which make for individuality and independent personalities.

Following this sociological introduction, *Miss Evelyn Gibbs* gave first-hand insight into the problems of youth entering employment. There is a lack of co-ordination between school and employment. Education is planned; the work is varied and graded progressively; the individual can expand; there is someone watching and ready to help. The change to employment is abrupt. In the jobs given to young people, in the retail trade for instance, there is no planning; jobs are done as they come up. Whether you get anywhere is largely a matter of luck. Work is not very varied, nor is it graded progressively. The guiding principle is commercial, not educational—put the cheapest person to do a job. The immediate overseers are senior employees who act as police, although big firms are now employing more enlightened supervisors.

Boys and girls are often disappointed with the content of their job, oppressed by the lack of plan, goal or direction. Physical and mental boredom set in and, especially if the youngsters are good material, they get restless and anxious.

The passing of apprenticeship in the retail trade has turned learners into wage-earners who have to justify their existence. The young are placed under older men and women who are often unsympathetic to modern education and determined to put them through the mill. Educationists should try to explain to employers and staff trainers what modern education is after. Collaboration might bring about some improvements, e.g. a part-school, part-store scheme, such as is found in some American stores.

Ultimately the problem is social. Working conditions create jobs that are intrinsically bad, jobs that are deadly for versatile youngsters. We must tackle the question, what jobs are socially worth doing. Otherwise there is no choice but to fit people for jobs which no human being should be fitted for and which emphasize every bit of triviality people have, instead of cultivating whole personalities.

Professor A. E. Morgan surveyed what is being done to meet the needs of the 3½ million boys and girls between 14 and 18. Before the war only 15 per cent. were receiving full-time and 20 per cent. part-time education. About 19 per cent. were connected with voluntary organizations. Over 1½ millions were not attached to any educational or recreational organization.

Youth needs guidance for its fervent potentialities, if it is to acquire poise and direction from within. At one time work was educative, it meant a way of life. To-day it is largely uneducative and inex-

Democracy's Last Battle

FRANCIS WILLIAMS

'I urge all who are thinking about reconstruction to read this valuable and far-seeing book—outstanding'.
—*Daily Herald*.

'One of the best analyses that have yet appeared on the three ideologies: Communism, Nazism and Facism'.
—*Sunday Times*.

8/6

FABER & FABER

pressive of youth's desires. Even the most successful educational schemes inside industry produce very small effects.

To fill the gap is an educational problem. There are two simple remedies which go a long way: to extend full-time education to 15 or 16, and to put into practice part-time Day Continuation Schools. Education must enable the individual to become through doing. The boy wants to be a man. The Day Continuation School has the merits of providing real work, a sense of purpose and progress, and a setting in which loyalty can expand and social values emerge.

There are many educative agencies outside official education—scouts, guides, clubs, etc. They do an immense amount of good work, but we must see them in the right proportion. All told, the numbers covered are a mere fraction of the $3\frac{1}{2}$ million. Their influence cannot be so regular or continuous as that of a school, since they only meet for a few hours in the week. Their dependence on devoted individuals and their poverty mean great variety of kind and usefulness. The number of really satisfactory boys' clubs is not more than a hundred. Furthermore, their geographical distribution bears no relation to population.

We cannot leave the job to voluntary organizations. Youth work needs adequate buildings and qualified men and women as leaders. An element of compulsion is probably necessary to check the drift away from all educative influences, and this could be secured by Day Continuation Schools. We should have good, costly Youth Centres formed round them and then bring in the voluntary organizations. This would provide a centre of educational life for adolescents, with a definite relation to industry on the one hand and to recreation on the other.

Dr. Olaf Stapledon spoke on The Use and Danger of Youth Movements. A youth movement is healthy if it helps to integrate the young into society, unhealthy if it tends to be isolated and 'class conscious' as youth. A great deal depends on the philosophical basis in the minds of the adult youth movers. Their aim should be the development of personality in community, *i.e.* of those capacities which distinguish human from sub-human beings, capacities both for genuine community and for

creative action. The distinctively human community is composed of different individuals, conscious of their differences and taking mutual responsibility for one another's different development.

'Youth' is an ambiguous word. It may mean adolescents or it may mean young men and women on the threshold of adult life. Youth movements affect both. They are likely to be led by adults and by the older young. When society is on the move it is not necessarily the older ones who get unstuck first, but it is the older ones who will give the movement its purpose. Youth movers are sometimes anxious supporters of the old order, but they are sometimes exasperated rebels. There is a danger of the grown-up schoolboy mentality in those who acquire a hold on the young by living down to their level.

The health of a youth movement depends also on the family. If the family is patriarchal, the young grow up with a tendency to anxiety and aggressiveness, which is one source of nationalism and of the bad kind of youth movement. The mother's position and character are crucial. It depends largely on her whether the family becomes the main interest in its members' lives, or a jumping-off point for life to which they can always return. If you have a sound family, your youth movement is likely to be sane. If not, both the young and the adult youth movers will be moved by harmful motives. The Youth Centre embodies the healthy idea, because it is not an enclosed circle, but a place you go out from.

Professor Brian Stanley, in the concluding address, contrasted two ways of treating youth which have struggled against one another—exploitation and tutelage. Youth is eager to participate in society. Society has often exploited it in one way or another. We need to strike a balance between participation and exploitation. It is not only in economic life that youth can be exploited. It can be exploited by parents, by religious bodies, even by youth organizations and the school. If its participation is to be educative, it must feel a sense both of progress and of real connection with what society is doing.

Before he reaches the age of 21, when he is expected to participate fully in society and assume responsibility for its past mistakes, the youngster is willing to learn and looks to older people for help.

A PRELIMINARY NOTICE of the

National Froebel Foundation Conference
at Knebworth House, Knebworth, Herts.,
September 12th–15th, 1941.

*Subject: Reconstruction in Education with
Special Reference to Children Under Twelve.*

Inclusive Fee for Week-end: £2 . 10 . 0.

For particulars apply to Conference Secretary,
2 Manchester Square, W.1.

He wants an interesting job and he wants further education. He relies on his elders to make him socially participant. Unless we respond, he will blame us later on. But we must not use youth to perpetuate ideas that appeal to us. We must apply to youth work what progressive teachers already know and practise. We do not believe that the customer is always right, but we study our children to discover what they want. As a youth policy this might be described as 'apprenticeship plus'. The further education of youth must be an initiation into the working world so planned as to promote the development of the young people themselves.

To help forward such a policy several practical steps could be taken. Should we not have someone under each Director of Education to supervise all the 14-20 interests? Could we not have, alongside every educational body, a youth body elected by the young people? And could we not have state subsidies for apprenticeship schemes in works, so that the 14-20's need not be primarily producers?

The conference did not try to formulate any conclusions. Its work was essentially a first exploration, to be followed up later on. But some impressions emerged strongly: that the youth problem is not a simple, or even a single, one; that the neat little solutions so congenial to writers of letters to the press, are utterly inadequate; and that a national Youth Movement is not in sight—we do not know clearly what we should want of one, nor are we yet convinced that a nation-wide organization of youth is even desirable.

Headquarters Office

The Headquarters office of the N.E.F. was gutted during a recent air raid. The greater part of the library was saved, but we have lost a good deal of furniture, quantities of records, literature and

stationery, and several precious typewriters. We are carrying on. Communications for the International N.E.F. should be sent to Miss Soper, 4 Highview, Gomshall, Guildford, Surrey; and for the English Section to V. Ogilvie, 162 Westbourne Grove, London, W.11 (Telephone: Bayswater 5279).

Easter Conference

The English Section held its Easter Conference on April 18th-21st at Somerville College, Oxford. The theme was 'A New Deal for Youth'. Some 130 people attended and we were regretfully obliged to turn another 30 away for lack of accommodation. Once again we were fortunate in having our Chairman, Mr. J. Compton, to preside over the meetings. We are very grateful to Miss Marjorie Gullan for kindly acting as Hostess, and to Miss Mabel Carnell, Mrs. Oswald Powell and Dr. Walter Bergmann for arranging a delightful programme of music on the Sunday afternoon. A report of the Conference appears elsewhere in this number.

Summer Plans

English members of the N.E.F. are asked to note that plans are on foot for a Conference at St. Hilda's College, Oxford, on August 21st-26th. The general theme will be 'Education in a Planned Democracy'.

Wychwood School

After three terms during which many of the girls have shared the teaching and other amenities of Oxford High School, Wychwood is to be re-integrated in September for girls between the ages of 10 and 18. Old members of the staff are remaining or will return to co-operate in the re-building of the school on the basis of its forty years' tradition, with due adaptability to present needs.

For a New Education

John Dewey

Honorary President, Progressive Educ. Assoc.

THERE was never a time when the words *New Education* and *Fellowship* were as significant in what they stand for as they are to-day. This statement is true whether the words are taken separately or together. It would be unjust to the schools and to millions of faithful teachers who are doing the best they can under adverse circumstances to hold the old education accountable for the present state of the world. But it can be said with justice that upon the whole the older type of education was a part of the old social order, whose bankruptcy constitutes the present epoch of history. A new social order must be built and a new type of education must be worked out as an integral part of the construction of this inclusive human order. Probably the most inept statement uttered in the present

crisis is one put forth by a professed publicist, who claimed that abandonment of the old education is the cause of the present confused and conflicting state of the world. The fact that the first act of totalitarian dictatorship is to close every school of the newer type, every school affiliated with the New Education Fellowship, is the sufficient answer.

The present state of the world bears witness also to the fact that any desirable new education must express and must create fellowship. Fellowship is more than the opposite of war, discord, hatred, and intolerance. It provides the only sure and enduring guarantee that these evils will not continue to plague mankind. Education in and for and by fellowship, through co-operation and with a co-operative society as its aim, is an imperatively required factor

in an education that will arise in contrast to the world now engaged in destroying itself.

The freedom to which schools of the New Education are committed has taken on a new and deeper meaning. In the past it was emphasized as a right. The urgent demand for co-operation to replace enmity, for fellowship to replace suppressive force, emphasizes the fact that freedom is a responsibility which imposes duties ; it cannot exist save in a social

order whose members respect one another and show their respect in acts of friendly contact and intercourse. Some phases of existing totalitarianism are reactions which were inevitable, humanely speaking, against the individualism of isolation. Evil in this case as in others can be overcome only by good. Social unity which is the product of force can be displaced only by the social unity that expresses Fellowship, and by it alone.

Association for Education in Citizenship

WE must apologize for the late date in getting the April number of *The New Era* to our readers. The difficulty still of getting our lists complete must account for this.

In the meantime work has been progressing actively.

Army Education

Mrs. Hubback is seeing many of those concerned with Army Education in different parts of the country in order to ascertain what kind of help can be given by the Association. The following possibilities have emerged :

(1) *The need to add to the aims of Army Education* now set out by the Army Authorities. At present these only relate to individual needs, and cover mental fitness, good use of leisure and training for vocation after the war. The Association will suggest that there should be added to these individualistic aims (a) an understanding and appreciation of the democratic ideals for which we are fighting, and (b) training for the responsibilities of citizenship after the war.

(2) *The publication of pamphlets, etc.* useful to Unit Education Officers. A pamphlet already written on discussion groups, which includes a book list on contemporary affairs, has been prepared by the Association and is being sent round by the War Office to all Army Unit Education Officers. (This pamphlet can be obtained from the Association by members at 6d. per copy, or 7d. with postage.)

Enquiries are being made as to whether a similar pamphlet on 'How to Learn' might also be accepted by the Army Authorities.

(3) *Publication by an authoritative outside body of a fortnightly news commentary* which might be suitable for discussion groups in the Army, in Youth Movements, Secondary Schools, Voluntary Organizations etc.

(4) *The providing of lecturers.* The Regional Committee on Education in His Majesty's Forces which are at every University in Great Britain are anxious for more lecturers to put on their Panel. We hope that those of our members who are qualified and able to undertake this work will get in touch with their nearest Regional Secretary.

Youth Leadership

Numerous schemes for the training of Youth Leaders are being drawn up and carried out in

different parts of the country. In a few, Education for Citizenship has been included. In most of them it has either been omitted or dealt with very inadequately. We therefore suggest that our members should get in touch with their local Youth Committees and see what steps can be taken, where necessary, to encourage some place being given to Education for Citizenship in training schemes. This might take the form of lectures on what is meant by Education for Citizenship, discussions of methods formal or informal, including how to start different kinds of discussion groups, how to arouse interest in citizenship through drama, mock trials, social surveys, etc. A pamphlet is being prepared on this subject which will be sent round to all Youth Committees and to those of our members who ask for it.

Curriculum Reform Committee

Our members will remember that this Committee was set up by *The New Era* and the Association together. It is now an independent Committee with Dr. H. G. Stead as Chairman of its Co-ordinating Committee, and Mr. A. K. C. Ottaway, Hengwm Hill, Knighton, Radnorshire, as Secretary. Mrs. Hubback has been made Chairman of the Social Sciences Sub-Committee. In order that the Committee may know the present practice with regard to the teaching of the Social Sciences in schools, it is preparing a questionnaire aimed at eliciting the following information : the amount of time given to certain subjects and the nature of syllabuses, the type of teacher (whether specialist or otherwise). These subjects are history, geography and citizenship for children between 11 and 16, and these, together with economics, commerce, industrial organization, public affairs, and Law for boys and girls over 16. The questionnaire only applies to children over 11 years, as another Sub-Committee is dealing with younger children. I should be most grateful if members could let me have a full account of what is being done in these respects in their own schools or in any other schools of which they have knowledge.

Library—Gifts from America

We are sure our members will be interested to hear of the most generous response from America to our appeal for American books on education to replace those destroyed by bombing. A number of books and papers have already arrived and now we

hear from Professor Kandel that the staff of the Teachers' College, together with the American Association for Education are presenting us with a large parcel of 200 books. The cost of the transport has been defrayed by the American Relief Committee. We are most grateful to Professor Kandel and his colleagues and much hope that the books arrive safely in this country. We believe this will constitute the most complete collection of American books on Education for Citizenship in England. They are of particular interest as American experience throws so much light on our own problems.

Two-thirds of our Library has been salvaged from the bombing and we now need a home for it. Would any evacuated school offer us accommodation for it and help us to run it from their headquarters?

The New Era

War conditions have unfortunately forced us to decide that we can no longer continue the financial arrangement with *The New Era*. We much regret this decision on account of its general excellence and because *The New Era* contains so much that is relevant to our work. We much hope that members will subscribe to it on their own account and recommend it to those who are interested in educational matters.

Bulletin

In place of *The New Era* we shall be issuing a short stencilled bulletin to be sent out every second month. This will have the advantage of costing the Association far less and of reaching members more frequently. It will deal solely with Association affairs. We are most anxious that the Bulletin should be both informative as well as stimulating, and that members should take an active share in its production. We shall gratefully receive reports, suggestions, critic-

THE NEW ERA

Members who wish to take out an *introductory* subscription to *The New Era* for one year at a reduced rate, should send this form and 6s. 6d. to Latimer House, Church Street, Chiswick, W.4.

Association for Education in Citizenship.

Please send me *The New Era* for one year. I enclose 6s. 6d.

Name

Address

.....

isms, and even short articles. The closing date for the first issue will be August 15th. Please send anything you think may be of interest to 19 Wellgarth Road, London, N.W.11.

Subscriptions

War conditions are responsible for another administrative change. We propose to collect subscriptions only twice yearly—in January and in June. We shall ask all members who usually pay their subscriptions in the first six months of the year, to pay them in January, and those who usually pay them in the second six months to pay them in June. This year, since we have sent out no reminders at all, all members will be asked to pay them in June. These arrangements will greatly facilitate the work at headquarters.

Eva M. Hubback, Hon. Sec.

Letter to the Editor

To the Editor of 'The New Era'.

DEAR MADAM,

May I say how very much interested I have been by Miss Margery Fry's article in your May issue; the more particularly since I have for the last fifteen months been sharing the charge of a hostel for evacuated children, many of whom might be classed as potential delinquents. The hostel is known officially as a 'Buffer Hostel', and is intended to meet the frequent need for a temporary home arising out of any kind of emergency in billets. In actuality many of the 'emergencies' boil down to increasingly acute behaviour difficulties on the part of the foster-child.

The behaviour of about 75 per cent. of them was, in a word, unsocial, and, as Miss Fry says, they were 'failing to fit into the social world in which they (for the time being) found themselves'. Their failure was due to one of the two reasons she cites: 'the inability of their world to satisfy the normal needs of human beings, or the fact that the child

itself was specially unadjustable'. Either difficulty would, for our children, be enhanced by separation from all familiar contacts.

In the light of Miss Fry's observations on the need for an outlet for instinctive tendencies, it is interesting to note one aspect of our work which, when we came new to it, had caused us the greatest apprehension. I refer to the impermanence of our contacts with the children (for the Buffer Home is designed essentially as a temporary *pied-à-terre* between billets). This temporariness, regarded by us as likely to prove unsatisfactory both for ourselves and the children, has been perhaps one of the biggest factors of success in helping the children to achieve or regain a satisfactory social adjustment. The fact that the children have felt it possible, *just for a time*, to 'go wild', to satisfy instinctive urges which could not be satisfied within the bounds of a little neat home; to be primitive for a time, as they themselves would not wish to be for always, but nevertheless need to have been once—this fact has undoubtedly

brought release to many pent-up feelings. Granted the few exceptions who settle down and decide firmly that the hostel is to be their home 'for the duration', and we can confidently confirm Miss Fry's conclusion that what the normal child most commonly needs is 'individual affection and control in the tiny community of the household'.

Perhaps the testimony of this practical experience may be added to Miss Fry's plea to the state to accept a wider responsibility to all its children? The provision in every borough of some kind of hostel to which potentially 'difficult' children might go for a few weeks of observation and skilled treatment might be a debt which the state would find amply repaid by a reduction in juvenile delinquency.

To achieve the maximum success the Hostel should keep its numbers small—one would suggest an average not higher than twenty-five—and it should function directly under the local education

authorities, in close collaboration with schools, child guidance clinic and probation officer. A country site, or at any rate large grounds, would be an almost essential feature, and one would hope that parents might regard the hostel as a kind of emotional convalescent or holiday home to which they would gladly send their children, and that they would make and maintain friendly contacts with those in charge. These contacts would result in mutual enlightenment, and increased understanding of the children's problems. Moreover, they would ease the child's return to normal home conditions, thereby helping to fulfil the aim and purpose of the hostel, namely, to give, when and how it might be needed, that temporary extra help, sufficient to tide the child over his difficulties and enable him to grow up as a normal, useful member of the community.

Yours faithfully,

Mary Maw

Slough Youth Centre

IT would be foolish to maintain that the Slough Youth Centre has not been affected by the war, but when all the various difficulties that a youth centre has to face in war-time are taken into consideration it is remarkable how little it has suffered.

First, there was the blitz, which naturally kept many children from their usual activities—it must be remembered that a Youth Centre is meant for children between thirteen and eighteen and many of the parents of the junior members preferred their children to stay at home. But people are now getting so used to the risks of war that the membership is steadily increasing again.

Further, it is difficult to find certain well-liked supplies for the canteen. At the Slough Centre there is an extremely fine canteen run by the members, but sweets and confections are no longer obtainable.

Also many of the young people are now in the Home Guard, or are fire-watching, or busy with the County Badge Scheme, and this has affected the membership.

Then there is the question of juvenile employment. Children of fourteen are earning higher wages now-a-days than before the war and a boy of sixteen is apt to consider himself a man. Because they are better paid many of the Slough young people can afford to go to dances or a cinema every night—and there are five first-class cinemas in the town.

Lastly, is the difficulty of obtaining material for the manual work classes. There is a shortage of timber and it is quite natural that the available supply of timber should be used for more essential purposes. Leather is no less precious than wood, and the manual classes have to make do with what they can get. But what they do get is not wasted or ill-used, as could be seen at the recent hobbies exhibition. The posters, done mainly by children of 14, might have been professional ones, the wood work, largely furniture, was quite fit for use and the leather work, such as gloves, though it did not have quite the professional touch, was good serviceable handwork. Miniature aeroplanes and trains are, of course, very popular now, and some of the models were perfect copies.

Here are a few of the difficulties that the organization at Slough has to face; but even now there are more than six hundred and fifty members who attend the Youth Centre activities, which vary from boxing to dancing, and from type-writing to play-producing.

Even if such numbers seem but a drop in the ocean, there are six hundred and fifty young people who for the cost of fourpence a week can share in physical, intellectual and educational activities.

This Youth Centre is carrying on, and it is with interest and appreciation that we view its increase.

Léah Lourié

Book Reviews

The New Testament in Basic English.
(Cambridge University Press in association with Evans Brothers. Pocket edition, 3/-.)

We have all for some years known of the usefulness of Basic English, with its vocabulary of 850 words, to foreigners on their way to learning our language.

But we have been rather patronising about it as a tongue for our own reading or for that of our children. In this entirely new translation of the New Testament, *Basic English*—with the addition of 50 Biblical and 100 poetic words—convincingly proves its high powers. The translation was made by a committee of scholars in London and then revised by a group

CURRICULUM REFORM

The Committee on Curriculum Reform, composed of members of various educational organizations, held their second series of meetings at Oxford during the week-end of April 18th to 21st. Plans were made to carry out an extensive research into all aspects of the school curriculum both in the Primary and Post-Primary stages. The work will be undertaken by a number of Sub-Committees, each covering a group of related activities in the curriculum. A Co-ordinating Committee has been appointed to give general direction to the research, and to link the work of the Sub-Committees together, so as to prepare, by stages, a final report. It is specially desired to receive information from as many sources as possible, and any teachers or persons engaged in education work are invited to submit to the Committee memoranda, reports, or suggestions with special reference to experiments in Curriculum reform. Such material should be addressed to the Secretary (Mr. A. K. C. Ottaway), Hengwm Hill, Knighton, Radnorshire.

of Cambridge scholars. One can give it no higher praise than to say that it makes the New Testament seem a simpler but no less profound book.

One can take verse after verse of the Authorised Version and find its counterpart speaking here not perhaps with the same music or sonority but with clearness and light and intimacy. Take, for example, the familiar John 3, 16, which is rendered :

'For God had such love for the world that he gave his only Son, so that whoever has faith in him may not come to destruction but have eternal life.'

The version passes almost every other test equally well : it never lacks dignity, simplicity, readableness. The poetic passages keep their poetry still ; the philosophic are often cleared of obscurity.

There is much to be said for giving children this new translation to read. It cannot and is not meant to take the place of the Authorised Version, but it is admirable both as prelude and as companion to that. A Basic Version of the Old Testament is in preparation.

W. R. Niblett

Burnt Norton and East Coker, T. S. Eliot. (Faber & Faber, 1/- each.)

A contemporary novelist has said that 'life is sometimes life and sometimes only a drama'. But our inclination has been to look upon it as sometimes a drama and sometimes only life. The swift arming of the world in latter years has wrenched us away from this false and cynical point of view and has confronted us with the truer antinomy : life, and

death. Bewildered and unnerved we shrink from the contemplation of their war, yet know that which ever way we may turn it shall fill all our view. Mr. T. S. Eliot in these two triumphant testimonies of faith gives us the means to regard the struggle without despair and even go shouting into combat.

These poems should be read aloud and slowly, even if to oneself. Only thus can the ring and wrestle of word and thought, the sonorous gather and break of rhythm, be heard. From *Burnt Norton* it is impossible to quote ; no stanza can be lifted from those that precede and follow it. This is as it should be for here Mr. Eliot's mind moves along the endless chain of time future, time past, and time present, from the close links of which no one can come free. But from the other—in which indeed the rhythm is more broken—this pointed passage may be taken :

I said to my soul, be still, and let the dark come
upon you
Which shall be the darkness of God. As, in a
theatre,
The lights are extinguished, for the scene to be
changed
With a hollow rumble of wings, with a movement
of darkness on darkness,
And we know that the hills and the trees, the
distant panorama
And the bold imposing façade are all being rolled
away—

Or as, when an underground train, in the tube,
 stops too long between stations
 And the conversation rises and slowly fades into
 silence
 And you see behind every face the mental empti-
 ness deepen
 Leaving only the growing terror of nothing to
 think about ;
 Or when, under ether, the mind is conscious but
 conscious of nothing—
 I said to my soul, be still, and wait without hope
 For hope would be hope for the wrong thing ; wait
 without love
 For love would be love of the wrong thing ; there
 is yet faith
 But the faith and the love and the hope are all in
 the waiting.
 Wait without thought, for you are not ready for
 thought :
 So the darkness shall be the light, and the stillness
 the dancing.

To the sad, the puzzled and the weary, Mr. Eliot
 brings comfort, for his darkness is clear and his star
 bright.
M. M. Mackenzie.

An Atlas-History of the Second Great War, Vol. III, by J. F. Horrabin. (Nelson, 3/6.)

An article in an educational journal last week mentioned the views of old scholars on their recent school teaching. An almost unanimous demand was for more-modern history. Those old boys would be pleased with Mr. Horrabin's Atlas-History. The first two volumes covered the period from September, 1939, to July, 1940, and this, the third volume, brings the story up to the British capture of Benghazi.

Horrabin's method is to draw on one page a sketch map of a section of the world battle-front, showing distances, lines of attack and communications, and on the opposite page to give a terse account of the sequence of events in that theatre of war and the chief political and strategical moves involved. The maps are all beautifully drawn, carry the minimum amount of information, and, of course, for serious study need to be supplemented by a good geographical atlas. The nature of the terrain, for example, must perforce be omitted from maps of this type whose great virtue is selective simplicity.

Apart from their intrinsic interest, these books are a valuable educational aid. Keen lads, I find, who study Volume III are eager to produce their own version of Volume IV—and beat Mr. Horrabin to it. The result is some really good sketch maps of the contemporary war fronts and *interested* practice in the writing of précis.
Denis McMahon

The Children's Theatre. Nos. 1, 2, 3 and 4. Edited by Cyril Swinson. (A. & C. Black Ltd., 1/- each.)

Each of these books contains general advice to producers and an explanation of simple stage terms

PAPER ECONOMY LABELS

For repeated use of old envelopes.

250 for 3/6 ; 500 for 6/- ; 1,000 for 10/-.

Post free. Cash with order.

A. W. FORD and Co., Ltd. (Dept. N.), Bristol 1.

for children. The acting notes are short, but to the point. It is a pity that the title play of No. 1, *Blackbird Pie*, intended for children of seven to nine years, should show such callous disregard for the ultimate fate of the blackbirds. 'The Polite Little Pigs' will delight small children, and the Christmas play, 'Three Little Shoes', is a useful addition. Outstanding in the second book, *Jam for Tea*, is Cyril Swinson's sketch, 'Waiting for the Train'. It contains a large cast, a neat plot, and plenty of opportunity for mime. No. 3, *The Green Dragon*, contains four plays with good scope for characterization : little plot but full of action. No. 4, *The Bird's Ballot*, is for children of nine to eleven. The title play by Frances Mackenzie is delightful, with a lightly handled moral, and humour running all the way through. There is a guessing game in this book and two longer plays of two scenes each. The series should be popular in the classroom.

Freda Collins

Happy Venture Readers, Book 4. (Oliver and Boyd, 2/-.)

This is a profusely illustrated book which aims at making reading a vital experience. Here are every-day tales of the Circus, the Zoo, the Seaside, and many other adventures of childhood, set out in simple style for the young reader. I must confess I find it not a little difficult to decide how young the reader is to be. Many of the words are long enough and interesting enough to be a problem and an adventure to the eight-year-old, but ease and grace of style are lacking. Surely these should be taken for granted in any book which aims to make of reading 'a vital experience' ; such a sentence as 'The ship might hit a rock and get a hole in it' would be out of place in any book. Surely it is time that reading books were written for the ear as well as for the eye of the child, and that a love of good English be fostered in early years.

E. P. Friend

The Carribbean Readers, Book Two, with Teacher's Manual. (Ginn and Co. Ltd., 2/9)

What a pleasure to open a Reader at random and find first 'Sally Water' and then our old friend 'Solomon Grundy' ! If one must introduce the names of the points of the compass and of the days of the week, this is a pleasant way of doing so. It is difficult to do justice to the variety of reading material in this book for nine-year-olds, illustrated with line drawings and photographs, and set out in

an attractively simple way. Teachers will welcome the step-by-step instructions following each set of exercises, devised to keep children interested and occupied, and to make possible the pleasure of achievement through independent effort. *The Teacher's Manual* is also 'step-by-step' and for this reason not so attractive as the Reader itself. It reminds me of the teacher who said to her class: 'I want you all to write an original letter, and this is what you must say in it'!

E. P. F.

Number Rhymes and Finger Plays. *E. R. Boyce and K. Bartlett. (Pitman, 2/6.)*

This is a particularly good selection of rhymes for the amusement and delight of babies and children up to the age of seven or eight. They will also be appreciated by mothers and teachers, and of much help to the student training in Nursery School and Kindergarten teaching. Most of the rhymes are old favourites, but there are some delightful new ones. In addition to the collection of traditional finger play rhymes, and those on face, and toe and feet games, the last section has been devoted to some new rhymes by Kathleen Bartlett which are to be accompanied by gestures.

P. W.

Nursery School Diet, by Margery Abrahams, M.A., M.Sc. (Nursery School Association, 6d.).

The new edition of this pamphlet emphasises that normal, healthy diets should be thought of in terms of optimum nutrition for growth and repair;

and with this in mind contains short notes on a greater number of the common and more valuable foods. It concludes with an excellent paragraph on serving food. The essential protective and energy-bearing foods are conveniently listed, with their functions, sources, and chemical composition. Four weeks' menus are suggested, and there are many additional recipes giving quantities required and some useful hints on avoiding waste. There is a paragraph on diet in war-time, which, whilst classifying the essential foods of which a main meal should consist, might perhaps have stressed the importance of wholemeal bread. *Pamela Whitmore*

Yarns on Christian Torchbearers. *Ernest H. Hayes and Lilian E. Cox. (Religious Education Press, 1/3.)*

This is the latest of a series of vigorously written booklets, each containing nine or more biographies intended for class use with boys and girls of 12-14. Its selection of subjects is well made: among others, the life-stories of Charles Kingsley, George Cadbury, C. T. Studd and Dick Sheppard are related. The story of each life is told dramatically in the forthright and somewhat facile manner supposed to appeal to adolescents. But following each are straightforward notes giving the main facts about the life concerned and some excellent questions. One wonders why the cover of the book could not have been less old-fashioned and crowded in lay-out and the whole a little more tastefully printed.

W. R. N.

Directory of Schools

SCHOOLS

BELONGING TO THE

SOCIETY OF FRIENDS (QUAKERS) IN GREAT BRITAIN

Boys' Secondary Boarding Schools

	Nos.	Ages	Non-Friend Fees
Ackworth School, nr. Pontefract	195	9-18	£120
Ackworth—Separate Junior House for Younger Boys.			
Bootham School, York	144	12-19	£165
Leighton Park School, Reading	150	13-19	£189
Leighton Park Junior School	50	8-13	£136

Girls' Secondary Boarding Schools

Ackworth School, nr. Pontefract	165	9-18	£120
The Mount School, York	119	12-19	£153

Co-educational Secondary Boarding Schools

Friends' School, Gt. Ayton, Yorkshire	171	9-17	£90
Friends' School, Saffron Walden, Essex	220	10-18	£99
Friends' School, Saffron Walden (Junior School)	30	7-10	£99
Sidcot School, Winscombe, Somerset	200	10-18	£141
Friends' School, Wigton, Cumberland	125	10-17	£91

Co-educational 'Modern' Boarding School

Sibford School, nr. Banbury, Oxon.	158	10-17	£87
--	-----	-------	-----

Apply direct to the School, or to

The Secretary, Friends' Education Council, Friends House, Euston Road, London, N.W.1

Directory of Schools—Great Britain

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari

All further particulars from the Headmaster

WENNINGTON HALL via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. *Fees :* £90-£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.
(*Tel. :* Hornby 266.)

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

KING ALFRED SCHOOL

NOW AT

Flint Hall Farm, Royston,
Herts.

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 8 to 18. Small classes, large graduate staff. Education in the widest sense under unusually happy and free conditions. Exceptionally good health record. Elder girls not taking College entrance can either specialize in Drawing, Design, Languages, Music, or Hand-craft, or enter Wychlea Domestic Science House. Playing fields, bathing pool.

Principals : Miss MARGARET L. LEE, M.A. (Oxon.)
Mrs. ELIZABETH G. THOMPSON, Hons.
Sch. Eng. Language & Literature (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster :

JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' Boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age of admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A.; AGNES E. CRANE.

BEVERLEY SCHOOL CLUNES LODGE, near BLAIR ATHOLL, Perthshire

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages.
Modern dietary.

Mrs. E. PAUL, Ph.D.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply Principals.*

Directory of Schools—continued

MONKTON WYLD SCHOOL NEAR CHARMOUTH DORSET

Principals : Eleanor Urban, M.A. ; Humphrey Swingler, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

PROSPECTUS FROM THE SECRETARY

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14,
and little boys. The School aims at giving a sound
education with special emphasis on art, music, and
creative activities. Headmistress : Miss Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Now on Cotswolds, at Amberley, Nr. Stroud, Glos.
Large qualified staff, small classes, centre for Oxford
Examinations. Girls 5-18.—Mary Macgregor, B.A.
(Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15,
attached Llandaff School, Cambridge. Progressive
Preparatory. High standard without pressure or com-
petition. Individual attention. Musical training,
handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the
Board of Education) welcomes children to grow up in
a home-like atmosphere. Principal, Anna Essinger,
M.A., at Trench Hall, Wem, nr. Shrewsbury.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for
children from birth to 10 years. Parents and school
work in close co-operation. Group limited to twelve
children. Qualified resident and visiting teachers.
Principal : Gladys Raymond.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on
modern lines. Individual attention. Thorough
musical training. Recognized by Board of Educa-
tion. Entire charge taken if parents abroad.
Froebel and Graduate Staff. Apply Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane,
Hampstead with GLENDOWER SCHOOL, now
at SYDENHAM HOUSE, LEWDOWN, DEVON.
Beautiful house and grounds. Upper and Middle
School for Girls. Preparatory for boys and girls
4-10. Boarding and Day.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE,
Kent, is now carrying on its work at the Midland
Agricultural College, Sutton Bonington, Lough-
borough, Leicestershire. For particulars of courses
in Horticulture, Dairying and Poultry Husbandry
apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare
and human brotherhood, harnessing artistic, in-
tuitive, and intellectual gifts, and teaching and
organizing experience. Correspondence lessons 5/-
each, usually taken at fortnightly or monthly
intervals. Miss Dorothy Matthews, B.A., 32 Prim-
rose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

*RATES : 1s. 3d. per six words. Minimum 18 words. These charges must be prepaid and copy received
by the FIFTEENTH of the month preceding publishing date. All 'copy' and remittance for advertise-
ments and box number replies should be sent to New Era (Advertising), 29 Tavistock Square, W.C.1.*

MONKTON WYLD SCHOOL, nr. Charmouth,
Dorset. Teacher wanted for September to take
charge of growing Kindergarten department in
progressive co-educational school (Froebel trained
preferred).

NEW CO-EDUCATIONAL SCHOOL, Eire,
seeks progressive partner to undertake junior school
(4-9). Outlook very promising. Box 229.

WANTED in September, fully qualified mistress
for history with subsidiary Latin. Moira House
Girls' School, Ferry Hotel, Windermere.

ENGLISHWOMAN, physical training diploma,
international education, languages, handicrafts,
junior work, domestic science, seeks post progressive
co-educational preparatory school. Box 228.

NURSE or MOTHER'S HELP required. Two
girls 6 (morning school) and 3. Really fond of
children, willing help light housework. Maid and
daily woman. Box 227.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2.50). Single
Copy 6d. (8d. post free) ; 25c. (35c. post free).
Foreign cheques are accepted, but 30c. should
be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only
on request, which should be accompanied by a
stamped and addressed envelope.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 1/-

JULY-AUGUST 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 7

SPEECH AND THE SPOKEN WORD

	Page
SPEECH IN PRIMITIVE COMMUNITIES.....	Margaret Read 141
DANGER OF CARELESS TERMINOLOGY.....	Otto Neurath 145
IN THE NURSERY AND INFANTS' SCHOOLS.....	F. I. Serjeant 150
IN THE JUNIOR SCHOOL.....	B. Paston Brown 154
DISCUSSION TECHNIQUES.....	Paul Roberts 158
SPEAKING, LISTENING AND THINKING.....	J. W. Tibble 160
DISORDERED SPEECH AND FRUSTRATION.....	Anne H. McAllister 163
IN THE TRAINING COLLEGE.....	M. M. Lewis 168
STYLE IN SPEECH.....	Mona Swann 171
CULTURAL VALUES IN SPOKEN ENGLISH.....	Marjorie Gullan 174
AN OUTLOOK ON SPEECH.....	Barbara Storey 175
BOOK REVIEWS	179

Speech Situations in

Primitive Communities

Margaret Read

Research Fellow, International Institute of African Languages and Cultures. Lecturer in Social Anthropology, London School of Economics. Acting Head of the Colonial Department, University of London Institute of Education

NO one who has lived among so-called primitive peoples can fail to be impressed with their command of their language. Respect and admiration for another tongue is born doubtless from early struggles to master its rudiments, and fostered by the ever-widening vistas of the language which open up as you live in an African village and take part in the life and activities of the people. The children whose curiosity brings them to your hut at all hours of the day, and on moonlight nights, are your ready teachers. Their limited vocabulary, simple grammar and association of speech with action, make them ideal instructors for a beginner. And their gay correction of your howlers and their shouts of laughter over them save you from many a

much worse mistake later. Thus in my first camp in Northern Rhodesia I early learned the deep social significance of the Ngoni equivalent for *tutoyer*. 'Why', I said to a small herdboys, 'do you say *iwe* to your sister, *inu* to my cook, and *nkosikazi* to me? Is there not one word for "you"?' Somewhat scandalized by such a barbarian question, the children explained by devious means and many illustrations that you only *tutoyé-d* your equals; you used the second person plural for elders and superiors; and the third person plural, or a title such as *nkosikazi* instead of 'you', for chiefs and Europeans and all great people.

I suggest that the order in which children in primitive societies learn to use different forms of speech is that in which its various

ONE ANGLO-AMERICAN NATION

GEORGE CATLIN

One-time Professor of Politics, Cornell University.

Introduction by

The Rt. Hon. J. C. WEDGWOOD, P.C., M.P.

Preface by

Professor ERNEST BARKER, D.Litt.

3s. 6d. net.

The Foundation of AngloSaxony as
Basis of World Federation.

Professor GILBERT MURRAY writes: 'I
have read it with very great interest and
almost complete agreement.'

ANDREW DAKERS

Pembury, The Drive, Rickmansworth

purposes can be most usefully analysed. They begin with the simplest forms of pragmatic speech involving action: 'Give me', 'be quiet', 'let go', 'come here'. I remember well how in an Ngoni village the neighbouring hills used to echo to shouts of 'You, come here' (*iwe, bwera*) and the far-away reply of a long-drawn-out *Yo*, which is the equivalent of 'I hear and I'm doing what you say'. When they play games the children learn to act together at certain words of command, as men do later when engaged on some task involving common action. They also listen to instructions, these too involving activity: 'Go to the garden. Find your mother. Tell her a stranger has arrived, and she must come and cook food.' In a language which is rich in verb forms as are many of the Bantu languages, the child learns gradually the shades of meaning expressed by these verb forms, until he can both understand and use them himself. Thus he stands up and announces slowly and emphatically so that you may get the full benefit of the applied (or prepositional) suffix: 'My mother is calling me. She has cooked food for me (*anandiphikira chakudya*).' A child

—ARNOLD—

present

CAMEO PLAYS

Books of eight plays each, some books for Juniors and others for Seniors.

Edited by GEORGE H. HOLROYD.

Dramatists include A. A. Milne, W. W. Jacobs, L. du Garde Peach, Enid Blyton, Rose Fyleman, Lord Dunsany, Clifford Bax, John Drinkwater, L. Housman, J. J. Bell, H. Brighouse.

Books 1, 2 & 7—Seniors

Books 3, 4, 5 & 6—Juniors

Book 8—Boys

Book 9—Girls

Book 10—**PUPPET PLAYS**

by

Dr. H. E. Priestley, M.A., M.Ed.

10d. per book. Cloth-lined cover 11d.

Copies for inspection on request

E. J. ARNOLD & SON, LTD.
LEEDS 10

came running up to tell me the French missionary was in the village. I asked what time he came, pointing to the sun's position in the sky an hour or so back to show that I too could tell the time by the sun. The child looked scornful and repeated, 'I said: the Roman Father has just arrived'—*wafikile*. And so there was impressed on me that Ngoni perfect (or aorist) which expresses that the state described is just that moment complete.

The second form of speech to which a child attains is that of narrative or descriptive speech. It is probably the form in which primitive speech is best known to the western world because it is that in which the folk tales are told, and later written. The child sitting beside his old granny or his young aunt hears these traditional tales of the animals and of mythical people. He never interrupts the narrative if he does not understand, but he pretty soon begins to try out the vocabulary he has heard and to imitate the speech of the elephant or the rabbit. Children are considered in an African society to display, quite early, ability or the reverse for telling folk tales. Their elders say that such children have the

THE LONDON MATHEMATICAL SERIES

General Editor : E. R. HAMILTON, M.A., B.Sc.

This series is intended for pupils of 11-16 plus, and covers fully the requirements of all School Certificate Examinations.

ARITHMETIC, by R. T. HUGHES, M.A.

Complete Volume, with Answers, 5/6

" " without Answers, 5/-

And in separate parts.

GEOMETRY, by E. R. HAMILTON, M.A.,

and A. PAGE, M.Sc., Ph.D.

Complete Volume, with Answers, 5/6

" " without Answers, 5/-

And in separate parts.

FIRST STAGE MATHEMATICS

SUITABLE FOR THE R.A.F. AND A.T.C.

By A. F. BUCHAN, B.Sc., R.A.F.V.R., and R. BORTHWICK, M.A., R.A.F.V.R.

This book covers the work detailed in the A.T.C. Syllabus ; especially useful to all young men desirous of flying. 2/-

MECHANICS

By A. H. G. PALMER, M.A., and K. S. SNELL

For the use of Higher Forms in Schools. Statics and Dynamics are fully covered ; an abundance of easy examples is given, as well as harder examples. 18/- net.

UNIVERSITY OF LONDON PRESS, LTD.

ST. HUGH'S SCHOOL, BICKLEY, KENT

gift of 'eloquence' and will later on become singers and composers of songs. It is recognized that in narratives such as folk tales, a wealth of descriptive terms ought to be used, while the sequence and the sentences should be short and dramatic. The same type of narrative-descriptive speech is heard in the law courts. The principals and the witnesses in a case will each tell their story uninterruptedly, building up a dramatic account of events with greater or less skill according to their 'eloquence'. I have often heard an able chief's counsellor, when conducting a case, exhort a witness, 'Tell us plainly what you saw. Have you no words?' ; and then after the second attempt he will turn to the assembled elders and say, 'There you see—he's no use. He can't even tell what he saw'. Another occasion on which this type of speech is often heard is when visitors arrive and begin to talk of their travels after the preliminary courtesies are over. In this kind of narrative you hear the endless variety of terminology for describing natural objects, as, for example, maize at different stages of growth. The traveller may have come up from lake shore plains where it is hot and

steamy, through the foothills of the escarpment on to the breezy uplands. His hosts listening to him will expect him to say precisely at what stage the maize is in each village, and with a difference in altitude of 3,000 feet and more, it will probably be at every stage from 'near harvesting' to 'beginning to bear'.

The third group consists of all the baffling and intriguing terms and expressions which I have called 'courtesies and obscenities'. These really belong to the adolescent and adult modes of speech, for though children are early taught manners as far as posture and action are concerned, they are not considered capable of mastering much in the way of polite forms of address until they are older, except for certain very elementary ones such as the correct titles and pronouns to be used. Salutations, opening sentences in a conversation, suitable remarks when giving and receiving presents, as well as when to be obscene and what obscenities may or may not be used—these form part of the teaching given to young adolescents at the puberty ceremonies when they are on the threshold of responsible adult life. Correct methods of breaking a silence

between strangers are extremely important in a primitive community, and there has to be a nice balance of politeness and caution in the rather stereotyped phrases which it takes long to learn. The emotional tension surrounding a funeral may be such that all manner of obscene expressions are bandied about which would be unthinkable at ordinary times. This relaxation, standardized by custom, serves as a sort of semi-comic relief when all feelings are stretched almost to breaking-point. In another tribe which I knew well public decorum was always outlawing certain expressions, for which euphemisms had then to be found. This 'euphemization' was very difficult to cope with especially as it was not uniform over the country. I had great difficulty once in getting charcoal for a brazier because both the usual terms were outlawed as obscene. Into this group I would also put the special women's language, or set of expressions permitted and forbidden to women, like the *hlonipa* customs of the Zulu. Some of the Ngoni still observe this in a modified form, forbidding any reference by the women to words which suggest the name of, or contain part of the name of, certain famous chiefs. The use of such words by women is considered obscene, and girls are taught at the time of puberty to avoid these expressions and to use certain other words instead.

When we come to the fourth group, to ceremonial speech, we have entered the distinctively adult realm. I include here ritual speech in ceremonies, such as invocations, prayers and magic formulæ, as well as songs, oaths and curses. Some songs of course belong to children's play. But where the song and dance are a part of tribal ceremony they fall into the category of ritual, and are sometimes, like other ritual speech, in an archaic or little-used form of the language. In the process of taking down a number of Ngoni

songs for purposes of comparison in different parts of the country, I had the greatest difficulty in getting the exact words. The melody and the rhythm were the dominant factors, and the words were often divided or elongated or curtailed so as to be hardly recognizable. It was small wonder that a number of the older youths and girls who sang some of these songs when dancing did not recognize their meaning, but only sang them as sounds.

The general reader will probably agree that the four forms of speech already referred to are what we generally expect to find among a primitive people. It is quite often stated, for example, that in primitive society you find no abstract terms, no evidence of reflective speech. Professor Malinowski, in his brilliant essay on *The Problem of Meaning in Primitive Languages*¹ comes to the conclusion that 'In its primitive uses, language functions as a link in concerted human activity, as a piece of human behaviour. It is a mode of action and not an instrument of reflection.' In his analysis of the different forms of speech which he has studied among primitive peoples, he makes his point very successfully. He extends it in fact to our so-called civilized community and points out that language is only used by us to frame and express thought in certain very special conditions. I think that these special conditions apply also to other societies, at least to certain African tribes which I have lived among. I met it first when I was endeavouring to learn how proverbs were used. There were certain proverbs whose meaning was quite obvious, such as 'If your neighbour's house is on fire, put it out. Yours may be on fire tomorrow'. But a number of them were intentionally obscure, like 'The eagle does not drop even one feather', and 'When water is spilt it is spilt', and 'The guns of the Tyandla people are booming'. I was firmly taken in hand by an old Ngoni when I began to delve into proverbs. He pointed out, what was so true, that it was valueless to make a list of the proverbs and to get their nearest English equivalent. He gave me, in fact, an excellent précis of Professor Malinowski's argument about the supreme importance of 'the context of the situation'. Proverbs, he insisted, were

PAPER ECONOMY LABELS

For repeated use of old envelopes.

250 for 3/6 ; 500 for 6/- ; 1,000 for 10/-.

Post free. Cash with order.

A. W. FORD and Co., Ltd. (Dept. N.), Bristol 1.

¹ Supplement I to *The Meaning of Meaning*. Ogden and Richards.

to make you *think*. There was always something hidden in them. Therefore, when you heard a proverb being quoted, you first thought, 'Does that apply to me?' If so, what sort of a situation did it apply to? The first one about the eagle was a reference to a rich person who gave nothing away. When had you been mean? The second was a shy attempt at sympathetic condolence when you did not want to embarrass a person who was grieving. The third was a reference to a noisy gulping way of eating, when someone was giving offence by bad manners.

This entrée, by way of proverbs and their explanation, to the language of reflection, led me at times far into the intricacies of African thought. When I ventured sometimes to suggest that white people wondered if Africans had any language for expressing thought and ideas, they hooted with laughter, and said, 'How should they know? They only tell us to do things or not to do things. Why should we tell them what we think? Our thoughts are our hidden world. Why should strangers see into it?' It is true that discussions in an African tongue, when they launch out into reflective speech, have generally originated in a concrete situation. But so does all reflective thought in our own tongue, as certain schools of philosophy emphasize. Africans are deeply interested in human behaviour and the prin-

ciples which guide it. They talk endlessly in their spare time about how individuals and groups behave, and they are always trying to probe behind the overt act or remark to the hidden motive. They have clothed some of their more philosophical terms, like peace, eloquence, silence, brotherhood, manhood, with a wealth of subtle meanings born of observation and reflection. But as they expound and enlarge on these conceptions, they draw all the time on actual situations, illustrating the realism of their thought as well as its capacity for observation and reflection.

In conclusion, I would like to lay stress on the growing nature of speech in primitive communities, on its capacity for development and enlargement to meet new situations. We often fall into the error of thinking of primitive communities as a static form of society, and hence are apt to regard their speech as something essentially standardized. We are interested naturally in the forms of primitive speech which we consider most different from our own: ritual and formula, folk-tale and song. But as we learn to study and classify our own society on the lines which we are applying to the so-called primitive communities, we shall find that the speech situations are not so different from ours after all, and that the purposes for which they use speech are fundamentally the same as our own.

The Danger of Careless Terminology

Otto Neurath*

IT has gone abroad that carelessness in the use of language may hamper all our arguing. Examples, taken from the history of all kinds of science, show us that an analysis of expressions was often important for essential changes in our attitude towards manifold problems.

In serious discussions the debaters try to precise their expressions; that implies a certain change of our usual language. The language may be changed in all its parts if we think it would be useful. We may discuss all our expressions and terms and, so to speak, compare alternative languages with all their terms.

* Oxford. Author of: *Le développement du cercle de Vienne et l'avenir de l'empirisme logique*, Paris, 1935; *International Picture Language, the first rules of Isotype*, London, 1936; *Modern Man in the Making*, London, 1939; *Protokollsätze, 'Erkenntnis (The Journal of Unified Science)', 1932; Encyclopedism as a Pedagogical Approach, 'Philosophy of Science,' 1938; The Social Sciences and Unified Science, 'The Journal of Unified Science,' 1940. Editor-in-Chief of: International Encyclopedia of Unified Science, Chicago, 1938.*

Such a discipline dealing with a scientific study of terms and expressions may be called 'terminology'.

Terminology therefore precedes all the disciplines which now are called semiotic (together with syntactics, semantics, pragmatics) by introducing even the terms necessary for these disciplines. Usually we are very careless in our selection when expressions which are not so far *termini technici* are in discussion: most people do not even realize that all elements of our language are 'terms' and that using our everyday language implies a certain terminological attitude.

Difficult problems immediately arise. How can we change our language, discussing its elements, by means of an unchanged language? We are in a similar position in the field of engineering when we try to improve instruments by means of unimproved instruments.

Logical Empiricism, on which the so-called unity of science movement is based, stresses the importance of language in building up a scientific attitude which the man in the street shall be able to apply to all his arguing, not only the scholar in his studio—who so often does not. A sort of unifying *Lingua Franca* is just now in preparation which should enable us to avoid certain pseudo-problems of a speculative type and to cross over from one group of sciences to another without changing the basic elements of our terminology; the *International Encyclopedia of Unified Science* presents the first results of these efforts.

A new educational technique is required for teaching this attitude. It is difficult to convince people of the usefulness of it, unless in discussing problems and retailing arguments they have already been made uneasy by the present situation and therefore want, more or less consciously, a re-examination of the terminology used in scientific and everyday discussions.

People who favour this idea often overlook the fact that it would not be sufficient to conceive only how to speak and write more carefully, but also how to do it half-consciously and without constraint. This task requires intensive and persevering training, and a permanent self-control.

The cautiousness of which we are speaking leads mainly to a remarkable reduction of the

range of the expressions which we are accustomed to use. Many people are, so to speak, proud of the richness of their vocabulary and enjoy using all the expressions they found ready in the storeroom of their national language as a gift inherited from their ancestors. They think it would be damaging to our verbal communication to renounce so many of the cherished words with which they have been brought up.

This fear is plausible, but glance at the vocabulary of Basic English with its less than 1,000 words and see how it is handled! Whether you like this remarkable piece of work or not, it at least teaches you the lesson that one can essentially reduce the variety of our vocabulary with a surprisingly small sacrifice of the variety of the subject matter.

The simplification in expression can be simultaneously important for education. How much can be achieved is shown by Faraday's famous lectures for children on *The Chemical History of a Candle* (the comparison of Faraday's original text with its translation into Basic English is not un instructive). Faraday avoids the usual language with its air of pomposity, highbrowness and whimsicality as it is used so extensively even in books which intend to be simple and clear. Most people do not even know how many twisted and crooked expressions they permanently use, damaging the sincerity of language.

Please do not think I plead for sharp definitions and pedantic speaking—not at all; a certain vagueness is unavoidable, and a pseudo-clearness is even particularly dangerous—but that is a long story and we can touch only a few points here. Let us learn how to reduce explanations to their bones; systematic visualization is sometimes of great help in teaching the first steps of careful speaking. The international picture language, Isotype, teaches us the lesson how many correlations can be presented intelligibly by a minimum of visual aids avoiding pseudo-problems from the start; here again appears the educational importance of a careful choice of symbolic elements in concordance with an empirical attitude. The use of 'visual education' for improving our language is not much discussed.

Let us give some hints as to how Logical

Empiricists react in discussions. Sometimes people use the expression 'justice of an institution', for instance, in the analysis of a chapter of history. Logical Empiricists would perhaps propose to use the term 'just' as relatively as they would use the term 'pleasant'—a book may be pleasant for a group of readers and unpleasant for another. One finds that out by asking the readers or by analysing their behaviour. But there are scholars who object to this 'relativization'; they are of opinion that 'man has absolute standards of justice'. Logical Empiricists object to all varieties of this attitude because the representatives of this 'absolutism' do not say how to settle the divergence if X says 'the absolute standard contains the value A' and Y says 'the absolute standard does not contain the value A'. Logical Empiricists propose to use the kind of terms which enable us to say: 'We accept the statement S because we find that certain persons have seen a yellow spot, heard a sharp noise, felt uneasy or perceived a big dog.' They decline to start a discussion on 'absolute justice' and similar subjects until such empiricist statements have been presented as testing statements. Therefore—according to this proposal—the empiricist statements and terms of sociology, anthropology etc., alone will be used by Logical Empiricists and no doctrines in addition which deal with 'absolute justice', and therefore could not be combined with the statements of these empiricist sciences. 'Absolute justice', 'justice in itself' etc., are regarded as 'isolated terms', as 'dangerous expressions', whereas expressions such as 'just, according to the rules of a certain nation or tribe at a certain date' would not be regarded as 'dangerous' from the above characterized point of view.

Often such expressions as 'just' and 'unjust' are used as 'absolute' ones in order to convey a certain approval or disapproval under the cover of a terminology of scientific sincerity. Therefore we propose to avoid praising and blaming words in articles and books on history: one man 'kills' another man, he does not 'murder' or 'assassinate' him. An additional statement such as 'this killing was not in concordance with the rules of the group to which the killer belonged and was regarded as murder' would be a historical one; and we

would say the same of an additional statement such as 'I—the writer of the book—and my group disapprove this action as murder'.

There are many expressions which may be suspected from very different empiricist points of view. Personally I have used, since my university days, a sort of *index verborum prohibitorum*, reducing my vocabulary remarkably. I avoid many terms which I know may be used without particular danger when one applies certain precautionary measures, but, as experience shows us, it is difficult to be so cautious. I avoid, for instance, 'motive', 'soul', 'mind', 'matter' (as contrasted with 'mind' or 'form'), 'true' and 'false', 'economic', 'capital', 'meaning', 'absolute space', 'concept', 'definitely sure', 'verification', 'progress', 'pathological', 'normal', 'value'. It is not necessary to advertise such an attitude, one can use such a list and nobody perceives it. Readers and listeners take note only of terms used, but not of terms not used.

I avoid, in cautious discussions, the terms 'true' and 'false' because they have an absolute character; we cannot say, according to our traditional grammar: 'The statement S is true for X to-day, but was false yesterday'. I propose to speak of 'accepting' or 'rejecting' a statement, because we can say, according to our traditional grammar: 'The statement S is acceptable to-day for X, but it was not acceptable yesterday.'

There appear difficulties when we use the expression 'verification of a theory' or 'refutation of a theory', therefore I propose to speak of 'corroborating a theory' or 'shaking a theory'. We can 'strengthen' or 'weaken' the case of a theory by means of new statements which change the 'plausibility' of a theory or a hypothesis. Often debaters concede that they have not sufficient aids which would enable them to achieve a 'definite scientific solution' but that they would plead for the 'higher probability' of one of the competing theories—so using a term of the probability calculus which is based on a certain fraction calculus producing definite and precise figures, co-ordinated to certain groups of figures—whereas in the case mentioned above no calculation is in question. By the term 'plausibility' we point out that we have to

'decide' what statement we shall choose for our further activities without any calculation. Therefore I propose to make a distinction between the analysis of the 'plausibility of hypotheses' and of the 'probability of hypotheses'.

A teacher can prepare pupils in the lower forms for the Relativity theory by speaking of 'motion'—as Cartesius already did (Mach and Einstein are neo-Cartesian so to speak)—when a body from the neighbourhood of certain bodies is transported to the neighbourhood of certain other bodies, while we are sitting on the body in question looking at our watch and putting notes into our diary about the hours when all this happens. Instead of that, often teachers try to lead their children to the Newtonian fairy-tale of infinite and empty absolute space which runs, so to speak, through infinite and empty absolute time. These teachers think that the Relativity theory has to be built up as a correction of the old one. Why that? We can immediately start with the orientation by means of the stars, and do not need the strange story of the points in absolute space from which the bodies pass to other points—and of the tracing of invisible imagined co-ordinates within a gigantic transparent vessel. A teacher can avoid the expression 'two bodies are simultaneously on different points of space'. Newton answered the question 'How could one constitute such a statement?' by saying that absolute space is the *sensorium dei* which enables simultaneous perception in two different points of space, thus creating a substitute for an observation-statement such as is asked for by the Logical Empiricists.

The proposal to test all statements by means of observation-statements does not exclude quite vague statements such as 'Yesterday I was awed and moved as I entered the gigantic cave'. Only spatio-temporal expressions are covered by the proposal of Logical Empiricism ('A person was moved entering a cave' is such a spatio-temporal expression, of course!) and therefore we speak of the 'physicalistic' approach of Logical Empiricism but not because it is suggested to reduce all statements to so-called 'physical' ones.

The avoiding of 'absolute', 'isolated', 'dan-

gerous' etc., expressions gives no comprehensive assurance against unscientific behaviour in arguing—not to speak of the relative nature of expressions such as 'absolute expressions' and 'relative expressions'. There are many other attitudes we call 'unscientific', for instance, the uncritical acceptance of sentences of empiricist character or the creation of empiricist expressions which cannot be used either for formulating laws (an important task of classification) or for identifying individuals: the 'race-doctrine' uses some terms which are based on pure empiricist elements but are not suitable for either of these purposes. Linné's famous classification of plants, mainly based on stamens and pistils in flowers, though it is not suitable for formulating laws (Linné was aware of this), is very useful for the unambiguous characterization of types of plants, just as fingerprints are useful for identifying individuals.

Since the standpoint of Logical Empiricism is sometimes criticized it seems to be useful to eliminate some misunderstandings which are spread even by scholars who stimulated the building up of Logical Empiricism, as, for instance, Bertrand Russell did. Logical Empiricism proposes certain modes of speaking and suggests the avoidance of others, for instance, expressions such as 'we find out whether a statement is true or not by comparing the statement with the facts'; but Logical Empiricists do not say 'there are no things, there are only words' or other statements of this so-called 'ontological character'. Bertrand Russell, in his *An Inquiry into Meaning and Truth*, 1940 (and, to a certain extent, Ayer, in his book *The Foundation of Empirical Knowledge*, 1940) criticizes Carnap, Hempel and myself on pp. 144 et seq, and concludes on page 148: 'Neurath's doctrine taken seriously deprives empirical propositions of all meaning. When I say "the sun is shining" I do not mean that this is one of a number of sentences between which there is no contradiction; I mean something which is not verbal, and for the sake of which such words as "sun" and "shining" were invented. The purpose of words, though philosophers seem to forget this simple fact, is to deal with matters other than words. . . . The verbalist theories of some

PROJECTS

Books I & II now ready

for the JUNIOR SCHOOL

By R. K. & M. I. R. POLKINGHORNE

and BEATRICE CLEMENTS

IN FOUR
BOOKS

1s. 6d.
each.

The PROJECT METHOD, by encouraging ACTION on the part of the child, employs the most successful means of learning. Feeling that his work has PURPOSE, the pupil has none of the fatigue associated with dull routine.

A similar series of TEN PROJECTS forms the basis of each book, but they are worked out in a successively more difficult manner. Thus all four books are centred round TEN MAIN IDEAS—Houses, Streets, Washing, Fire, Music, Mealtimes, Time, Learning, Illumination, Pictures.

Exercises for Group or for Individual Work

HARRAP 182 High Holborn London W.C.1

BOOKS ON SPEECH

THE STAMMERER UNMASKED

By R. Macdonald Ladell, M.B., Ch.B. A very helpful guide for the teacher or for parents who have the care of a stammering child. 2s. 6d. net.

PRINCIPLES AND PRACTICE OF SPEECH CORRECTION

By James F. Bender and Victor M. Kleinfeld. Written by two American speech therapists, this book presents helpful corrective practice that is psychologically sound and discusses the most modern methods of treatment. 10s. 6d. net.

CORRECTING NERVOUS SPEECH DISORDERS

By Mabel Farrington Gifford. A book of importance which should be studied by everyone concerned with the treatment of speech problems, particularly in the case of children. 12s. 6d. net.

THOUGHT AND SPEECH

By Tom C. Norris. A study of some of the mental processes involved, dealing more particularly with stammering. 3s. 6d. net.

PITMAN, PARKER ST., W.C.2

SO HELPFUL TO TEACHERS!

1. FIRST STEPS IN SPEECH TRAINING by Rodney Bennett, M.A. A practical book covering the Nursery and Infant School stages, with most attractive practice material. 1/3 net, 1/5 post free.
2. PLAYWAY OF SPEECH TRAINING by Rodney Bennett, M.A. Shows how Speech Training may be effectively taught to large classes. 3/- net, 3/3 post free.
3. SPEECH TRAINING IN THE SCHOOL by Marjorie Gullan. A splendid guide; includes lists of words, phrases and sentences used by Miss Gullan in her own classes. 1/6 net, 1/8 post free.

The books will be sent on approval on request to the publishers :—

Evans Brothers, Limited

44-48 Clarence Road, St. Albans, Herts.

modern philosophers forget the homely purposes of every-day words, and lose themselves in a neo-neo-Platonic mysticism. It is remarkable that this reversion to ancient metaphysics should have occurred in the attempt to be ultraempirical.'

I think Russell's attitude depends upon a certain desire to get something definite and sure—as Russell points out; he objects to our proposal to use the expression 'sometimes we are rejecting even Protocol-statements', statements which I do not think to be 'primitive' or 'simple' (as Russell from his 'atomistic' point of view expects Protocol-statements to be), but very suitable for starting all the testing

of scientific statements. Until now it has not been shown—neither Russell nor Ayer even try to discuss this point—what defects in scientific and every-day discussions arise, when the proposed precautionary measures are applied.

The avoiding of dangerous expressions, if not taken pedantically, seems to be useful for science and general education. One has to bear in mind only that the application of these precautionary measures asks for a certain comprehensive scientific preparation. We have no witches' riddle by means of which we can separate dangerous terms from terms which are not so dangerous.

Speech in the Nursery and Infants' Schools

F. I. Serjeant

University of London, Goldsmiths' College

THE aim in every nursery school is to enable each child's all sided, healthy human powers to unfold according to their inner laws. Thus the chief concern of the mistress in charge of a group of little children is to provide surroundings which will assist this natural development, and to foster each child's progress with care. 'Lessons' find no place in the daily life of the nursery school. There will be fixed times for essential group activities such as mid-morning lunch, dinner, sleep, and such cleansing procedure as is a necessary prelude to these. Apart from a general framework, life in the nursery school is allowed to unfold freely according to individual needs which find outlet and extension in the use of varied materials.

There is hardly a situation arising during the day which does not give opportunity for speech. On arrival each child runs to greet the mistress in charge, who warmly welcomes him, and then, with perhaps a passing word to other children or a remark expressing pleasurable anticipation, he runs off to cupboard, playhouse or toy and begins in earnest to carry out in play some aspect of life which is of immediate personal interest.

Speech is frequently heard from all children thus engaged. It arises from at least three fundamental needs. The first is the need to

express the emotional and intellectual life being experienced while living in fantasy through some adult activity which holds meaning for the child. Thus a four-year-old girl rocking her doll to sleep constantly insisted: 'Go to sleep, go to sleep, you must go to sleep now.' A sharp tap on the playhouse door accompanied the statement and question: 'Here is the baker. Do you want any bread to-day?' While a boy riding a Kiddi-Kar expressed his joy in achievement by shouting: 'Hi . . . hi . . . hi! I'm riding away.'

A second impulse to speech arises from difficulties that occur. A boy found he had insufficient space to turn his tricycle: 'Out of the way', he cried, 'out of the way; the fire-engine's coming.' Good naturedly the children made way for this important rider.

A third impulse to speech lies in the need to ask questions. Why? and What? are often heard from children interested in what others are doing, and the answers are given by children who from personal experience are becoming adept in the art of explanation.

Little children also enjoy manipulative activities such as threading beads, fitting coloured sticks into holes, dropping wooden shapes into boxes, arranging coloured mosaics into patterns. As they work they talk: 'Mine is bigger than yours'; 'Mine is longer'; or,

NELSON
on Speech



BOOKS
Training

Our Spoken Language

PROFESSOR A. LLOYD JAMES

There was no greater authority on the speaking of English than the late Professor Lloyd James, and this volume of the study of human speech without phonetics, should be in the hands of every student and teacher of speech training. It has been highly praised.

2s. 6d. net. *General exercises in conjunction with above, 1s. 6d.*

The Way to Good Speech

BARBARA STOREY

With an introduction by
MARJORIE I. A. GULLEN

This practical book is an invaluable contribution to speech training, and gives much useful advice and instruction.

2s. 6d. net.

Speech Training for Infants

HILDA E. KING, M.R.S.T.

A completely original and charming book, full of ingenious devices for teaching clear and correct pronunciation, and most attractively illustrated throughout.

3s. 6d. net.

The Music of Poetry

ALFRED H. BODY, B.A., M.Ed.

An anthology of modern poetry, with and without musical notation, designed to enlist the aid of music in teaching the choral speaking of poetry.

Poetry Section 5s. *Dramatic Rhythm Section 2s.*
Teachers' Manual 6s. net.

NELSON also publish many books of **PLAYS** which give pupils the opportunity of exercising lip control—send for special Drama Lists and details of other helpful books.

NELSON PARKSIDE WORKS EDINBURGH

holding up a piece of mosaic: 'Isn't this a funny bit?' (noting an unusual shape). Frequently colours are named and sizes graded, while bits are counted as they are placed together to form a picture or pattern. These remarks are largely governed by the nature of the material and lead to the ability to make careful descriptive statements and comparisons.

If the morning is fine a walk may be taken during which the mistress will receive constant requests to look at and name this, explain that, and on returning indoors there will be much spontaneous relating of facts about birds, beasts and plants met with on the walk.

Lunch time affords excellent opportunity for conversation. So also do preparatory periods in the cloakroom, where plenty of time should be allowed, for it is there that intimate and friendly talks take place between child and adult which greatly assist a right attitude towards essentials. New shoes and clothing are admired and the children tell how Mother knitted the jumper and Daddy bought the shoes.

From 3 years of age onwards children enjoy singing and reciting rhymes and jingles together, and listening to stories. Stories should be short, carefully illustrated, and should describe familiar situations in a somewhat new and adventurous setting. They should be told well with emphasis on the active living parts. Nursery rhymes are always favourites, but modern songs, rhymes, and jingles are also important. Many of these express the children's own experiences and thus help them to speak clearly and meaningfully. Many rhymes and jingles can be introduced to an individual child or small group of children while engaged in some activity. Two little girls sang as they rocked to and fro; coming to their side the mistress recited in time to the rocking:

Rockety, rockety,
Here we go,
Up and down,
High and low.

Rockety, rockety,
Here we go,
Rocking together,
To and fro.

The little girls were delighted to hear their experience thus described and were soon

repeating the words in time to the rocking movement. A small boy who found buttoning his coat rather difficult sparkled with pleasure when his efforts were accompanied by the jingle:

Bob can button buttons,
Button buttons on his coat,
Button buttons, one, two, three,
This one, that one,
Now the very last.
Every button's buttoned,
One, two, three.

Before long other children took up the words and triumphantly repeated them to mothers when they called to take them home. Tommy found considerable pleasure in spinning his top and repeating:

Spin, top, spin,
Spin round and round,
Spin on the table,
Spin on the ground.

Such jingles are invaluable. They foster an interest in words and lead to a critical appreciation of poetry in later years.

Situations which give opportunity for learning and practising speech are many in the nursery school. This is the time when practical activities and interpreting speech are natural companions. It is the business of the mistress in charge to co-operate both in play and speech as opportunity arises, without interfering with the children's self-chosen activities, thereby extending their ideas and their ability to express them in speech.

THE INFANTS' SCHOOL

At 5 years of age children are beginning to pass beyond the nursery stage, and are ready to listen for longer periods and to learn certain skills which extend their interests and give means for more careful explorations and representations.

During these years in the Infants' School great pleasure is taken in constructing and keeping play-homes and shops. The children delight, too, in constructing streets and vehicles, railways and trains, aerodromes and aeroplanes, and according to personal insight and skill, to control and direct what goes on in them. A certain amount of teaching in construction may be necessary, but it needs to be given with care

and only when there is real evidence of its need. Libraries suited to the children's age and interests should be placed in every room and the children should learn to turn to pictures and letterpress for the How and Why of what they are making. Such work naturally leads to much conversation and dramatic representation. Stories well told by the teacher enrich the background, while all the children delight in speaking and acting verses presenting some aspect of their activities. A group of 5-year-old children, having built a bus, got into it, sat down with driver and conductor in place, and recited :

One, two, three
Buses in a row,
Sitting on the top
Off we go.

And while the driver turned his wheel and the conductor sold tickets they went on with the story of their ride in rhythm and rhyme.

The making of a zoo aroused questions about the ways of living of various animals and led to verse-speaking in which individual children answered questions asked by the whole group. Thus all began :

Animals at the zoo can talk
In their very own kind of way.

Individual children now took up the story :

The lion roars,
The monkey chatters,
The elephant trumpets,
Loud and long.

At this point the whole class raised the question :

But the zebra, the zebra,
Has anyone heard the zebra
Talking, talking, talking ?

Then individual speakers replied.

Such work grows directly from the children's desire to describe their own experiences. A thoughtful teacher will help them to put more personal experiences into words, so that they not only tell of what they do but also how they feel. Thus, after a run in the cold wintry wind, 6-year-old children enjoy speaking the following lines :

The wind is cold,
The wind is strong,
It blows down the street
And pushes us on.

Cold wind, strong wind,
As you blow
We run with you,
Race with you,
Blow ! blow ! blow !

Seven-year-old children can appreciate the following describing a snowstorm through which they have come :

Tiny white snowflakes
In the grey sky,
Swiftly and silently
Twirl, dance and fly.

Such informal work should precede any attempt at formal speech training. It paves the way to an appreciation of words and their special meaning and arouses a desire to speak well. Simple verse-speaking connected with spontaneous interests of the moment is a better way to approach the teaching of speech than formal or even informal dramatization of stories, for the rhythm of the words assists the flow of speech and gives delight to speakers and listeners alike.

Formal speech lessons might begin at 6 years of age, especially if before this time there has been frequent opportunity for free and rhythmic speech which is enjoyed because it reflects the life the child is spontaneously trying to study and understand through manipulations, constructions, drawings, and dramatizations.

Stories are an invaluable means of aiding the development of speech, but it is a pity to let children retell them badly after they have been well told by the teacher. They can, of course, be used for dramatic presentations in which the whole class take a part, some speaking individually and others joining in a chorus which links the play together.

During the first seven or eight years of life every normal child endeavours to speak clearly and fluently of those things which are of personal importance. This capacity should increase as life becomes more meaningful. It is for the teacher to become aware of each child's needs and to seek to extend his power of speech through stories, poems, songs, pictures and books, which are joyfully accepted because they reveal just what the child is seeking to understand and express.

Speech Situations in the Junior School

B. Paston Brown

Lecturer in English, Goldsmiths' College

THE non-social character of the traditional school, as Dewey points out, was marked by the value it put on silence. The social character of the new educational outlook is marked by the value it puts on speech, but although lip-service is now paid to the paramount importance of speech in schools it is not yet sufficiently recognized that the success of the speech work is inseparably bound up with the whole organization of the curriculum and the viewpoint which controls it. Speech cannot be taught as a kind of unrelated skill. To try is to breed artificiality of vocabulary and falseness of intonation, to widen the breach between the speech of the home and the street and the speech of the school. The junior schools often fail to carry forward the purposiveness and freedom of speech which characterizes the best infants' schools. Where does the breakdown occur and what are the speech situations which we should provide in the junior school?

The first urgent need is for a clear recognition of the nature of the situation from which the child's speech springs. Sometimes we speak because we want to express ourselves, sometimes because we want to achieve a certain end through other people, cause them to react in a certain way; sometimes that is, our speech is creative and sometimes it is practical and purposive. The division is illustrated by two remarks of Eric (7) when walking on the sands:

- (1) 'The sea goes out and out to Z' (surely a fine example of imaginative speech);
- (2) 'Now give me your stick.'

In the junior school we want situations which will stimulate creative speech, situations which are practical and which demand speech, and situations which are formal, situations of the classroom, which can, rather more deliberately, develop and train speech. But each situation needs a different response from the audience, a different handling by the teacher, and confusion here is serious. If we engineer a false situation, we damage speech at its growing point, and we create this false situation when

we expect an attitude, a vocabulary, an intonation which is inappropriate to the specific occasion. I believe that the failure to distinguish between those situations which encourage spontaneous speech and those which demand more formal speech, is the cause of much of the inarticulateness and stilted talking which is general among the older children in school. The starting-point must be a study of the situation.

Children in the junior school constantly demand situations which will allow free self-expression. They want to talk about what they have seen, what they have done and what they would like to do. They want opportunities to recount all the drama of their own world, their family, their friends, their street. I still remember a vivid and circumstantial account of a Deptford wedding, from the details of the bride's dress to the moment when the wedding cake appeared ('and then our mouths watered'). What are the conditions which will draw out this wealth of observation and newly discovered experience and provide the right audience for it? At present they most often occur incidentally, in the five minutes when milk is being drunk or the ten minutes after school when the small group forms round the desk. Here we have the right situation for normal conversation—the informal group. The audience for this kind of speech must be small, informal and sympathetic, and the 'oral composition lesson' cannot of its nature fulfil these demands. To take one example. At this stage the child's power of description is fresh and delightful. Most of the children in one district recognized the description of the butcher at their street corner who always greeted them with 'Hullo, threepenny-bit!' Lilian (aged 9) gave an obviously authentic account of an interview, which she later wrote down like this: 'I went into the butcher's shop and the man said to me "a pound of your nose please". "No. I want a small chop please don't play about" and he gave me the wrong change I said your silly you are.' She had recounted this to me

and a few children in the course of a lot of exploration, talking and writing about their streets and markets. But turn the situation into a formal one with a large audience, and you will probably get the wretched stilted adjectives and forms that we constantly hear. 'The butcher is a merry man. The butcher is a contented man'. People do not talk like this. It is not live speech but dead and leads to nothing but progressive inarticulateness.

In a progressive junior school, where there is the right relation between the staff and the children and plenty of varied free activity, these informal situations will constantly arise. A great opportunity is the arrival of a visitor. The old omniscience of the teacher is giving way before the far more useful assumption of ignorance, but the ignorance of a newcomer, to whom everything must be shown and explained, is an admirable stimulus to speech. I once went into a class of nine-year-olds who were working at an exciting topic: bread. With two stones they had ground the corn as though they were primitive men, they had brought recipes and ingredients and mixed bread, and they had visited an up-to-date bakery. One eager boy at once volunteered to take me into a corner and explain every detail and his volubility and power of expression were remarkable. The experience had been vivid and he had a listener who was honestly ignorant of the process—a fine speech situation. The material and motive were real, and this situation must be created more often in the junior school classroom. After any vital experiment, visit or project, the teacher too often demands an account for himself and the class, and the child's speech is halting because he is bored by the unreality of the business. Why should he explain it to people who know it all as well or better than he does? But bring in an interested parent, children of another class or other teachers, and the speech will be fluent. The genuineness of the situation must be the criterion.

But description is not the only kind of creative expression. I want to comment briefly on two of the most common demands on the speech of the junior child—telling stories and what is generally called 'spontaneous dramatization'. These are both natural ac-

tivities at this age, their value is fully recognized, but it may be worth while to point out certain dangers. Some children develop early astonishing powers of narrative but most young children find any lengthy sequence of events too much to memorize. They will invent long rambling inconsequential stories which satisfy them but are quite unsuited to hold the attention of a class. In recapitulating a story that they have heard, they are best in handling short episodes. An eight-year-old can recount the Town and Country Mouse but not Rumpelstiltskin. So often too much is asked and the audience grows used to inadequate reproduction. I should like to see more carefully prepared retelling of short incidents (under the conditions I shall consider later) and less practice of 'creative' story-telling, often of a very low standard.

And then there is the problem of spontaneous dramatization. Miss Irene Mawer has recently referred to the danger that we may do nothing but 'play a game in the classroom which the child would play better unaided in the nursery or street'. Again the danger lies in setting up a false situation. Children *do* act spontaneously, playing in the nursery or street, but is it sound to suggest that they behave in the same way in front of an audience of forty other children and the class teacher? ('What has Joan done that is wrong?' 'She has turned her back on the audience.') Time is often wasted that could be used in careful training of, for example, movement or choral speaking. A group of eight-year-old children were acting the episode of Alice and the White Knight the other day. The three children (Alice, the White Knight, and the horse) were absorbed and delighted. The knight tumbled from his horse constantly, and Alice replaced him, but the acting soon became dumb-show. It was a farcical situation which they were ready to repeat indefinitely; they felt no need for speech. It had become an amusement for the playground. Good dramatic work is of vital importance in developing a child's full and imaginative speech, but 'spontaneity' can become an excuse for undirected play. It is difficult to preserve the natural buoyancy and imagination of the child and yet direct it by progressive training and clear standards. The essential basis is the deep

CASSELL

210 HIGH HOLBORN, W.C.1

*For young children***CLEAR SPEAKING**

By FLORENCE POPE, L.G.S.M. (Eloc.), A.T.C.L.

These sound and successful Speech Training Books, with an introduction by Professor Frank Smith, form a delightful three years' course in Speech Training for boys and girls.

First Published 1936.....Tenth edition.

TEACHERS' BOOK...Illustrated 2/6

3 PUPILS' BOOKS...With practice pieces.....ea. 5d.

and rich imaginative experience of the child, by which he identifies himself with the character and the situation and speaks naturally because he feels honestly. But there is still the problem of the audience. If it can be liquidated, so much the better. It is far better employed as the courtiers or the passengers or the 'merry men'. If the play cannot be made into a community play then the solution is often two or three casts rehearsing simultaneously. The thing of central importance is to avoid dishonesty, to see there is not a pretence of spontaneous acting when the children know they are really performers; a wretchedly insecure cast without even the comfort of a script.

Besides speaking for the delight of self-expression there is the speech which is not sufficient in itself, which demands consequences, which is more directly social in its origins and expectations. There must be plenty of scope for the questions, suggestions, discussion and directions which express the curiosity and enthusiasm and assertiveness of the junior school child, and the situations which stimulate such speech are constantly provided by any well-planned curriculum. They are far easier to provide and make purposeful than the situations in which imaginative speech flourishes. The audience here is of paramount importance for its members are collaborators. The job of the junior school has been described as to 'set up situations which provide constant practice in co-operative living'. The children talk, plan work in groups and their speech springs from the nature of their activities. Listen to the conversation of two ten-year-olds standing at the street corner keeping a notebook record of the traffic, or of a group of seven-

year-olds planning a nature table or a wormery which they are helping to stock. Or a model is being constructed and there is a demand for the tops of milk bottles, cotton reels, match boxes, bits of cellophane; each group is responsible for some special section, and the children give each other directions with vigour and insistence. Work on puppetry will often help a slow class to talk more readily. They work in small groups and as the puppets' heads take shape they begin to suggest characters and stories to each other. It is to be Red Riding Hood or King John and the Abbot—or 'Hitler and his gang', clamoured for recently! With one class I planned the scenario of a short film on their school. The film was afterwards shot by a camera-man, under their direction. The gradual shaping of one incident—the arrival of a latecomer—shows the quick give-and-take of suggestions. (The discussion was recorded at the time.)

'Have groups of children coming in.' 'Have most of us at first and then a special group doing something else.' 'A game of ball.' 'Let one arrive late.' 'Let's have Daphne.' 'Let her skip and run to school.' 'Let her cross the road and fall over.' 'Let her drop her case and all her things drop out.' 'She could run and fall over and then drop her case.' 'How shall we know she's late?' 'Because she's hurrying along putting her things on.' 'She could be looking at her watch and showing that she's worried.' 'Have a close-up of the wrist and her watch.'

The teacher's immediate function in this kind of situation is slight as no training or correction should hold up this purposeful talking in collaboration. His job is the initiat-

CASSELL

210 HIGH HOLBORN, W.C.1

*For older pupils***THE GOLDEN VOICE**

By FLORENCE POPE

This scheme, which amplifies the work done in CLEAR SPEAKING, is also a comprehensive course suitable for older pupils and students. Includes chapters on Dramatic Work, Debating and Public Speaking, etc.

TEACHERS' BOOK...Illustrated 3/6

3 PUPILS' BOOKS...With practice pieces, etc....ea. 6d.

ing of activities, the setting of problems, the encouragement of exploration, whether it is measuring the classroom or planning the garden or constructing a toy theatre or learning to telephone. If the activities are real to the children, the motive for sincere speech is there and the talking will develop freely.

And now there is the question of the place of more formal speech in the junior school. 'Oral composition' has always seemed to me a frigid and ponderous expression, as misleading as the command to write an 'essay'. It appears however, constantly on time-tables and suggests my third category of situations, the formal situation, the situation of the classroom. The junior school child needs increasing opportunities of listening attentively to a single child speaking and of talking clearly to an audience. The right material for this kind of talking is careful recapitulation and reporting. We know that at about eight or nine, children develop the power to give a fairly ordered account, to tell a short story and keep the sequence, and it is these powers that should be encouraged and trained by continual practice in the formal situation. But the teacher must not pretend that this is an informal situation or demand spontaneous speech from the average child under these conditions. That is to cheat and confuse the child. Children are often encouraged to give what should be a straightforward piece of recapitulation as though it were an imaginative and living experience. Nothing leads more surely to dishonest speech. I have noticed this continually. A class is investigating the different kinds of transport in the past and has found out about the stage-coach. A child may well be asked to prepare a short account of a journey in a stage-coach and recount it to the class, but he should not be asked to describe it as though it were a personal experience, unless, of course, he has had a deep imaginative experience, which is seldom true in this kind of instance. The demand leads directly to artificial speech; a useful exercise in recapitulating learned facts is turned into a sham.

The material for these prepared reports can be widely varied and draw on every aspect of the child's interests and work in school. Here is part of an account, carefully prepared and

How did Speech Begin?

The Language of Gesture

By MACDONALD CRITCHLEY, F.R.C.P.,

is an extremely interesting survey, rich in examples from many races and periods, of sign-language as a precursor of speech, and in relation to neurology. 5/- net.

Prospectus from 41, 43 Maddox St., W.1.

EDWARD ARNOLD & CO.

given with the help of notes, by Florence (aged 9) whose father works at Billingsgate: 'Work begins at 5 o'clock in the morning. From 5 o'clock in the morning till 2 o'clock in the afternoon, you can see a number of men in white coats wearing leather hats that weigh about 7 lbs. each, rushing backwards and forwards with boxes of fish on their heads. These men are called fish porters.' The talk was, of course, compiled with the help of her father, and I quote it because I think far more use could be made of the specialized knowledge of the parents, who will often go to endless trouble to give the children detailed and accurate information. I have had vivid accounts of 'what my father does', from a day in Peek Frean's factory to work on a trawler, and I remember one first-rate talk on a miner's lamp, expounded with the help of an excellent diagram drawn by the father.

I have suggested a few of the speech situations which arise in the junior school, but the issue goes deeper than mere questions of method and procedure. What must really concern us is the relation between child and family, between child and child, between child and teacher. Everything hangs on this. Speech touches the foundation of the child's self-respect and is the key to the problem of social adjustment. Unless the social basis of speech is deeply understood, we can never give the child mastery over language. 'The word is not fully realized except as a dynamic social act.'

We are glad to learn that Messrs. Cassell & Co. are now installed in new premises at 210 High Holborn, W.C.1 (Tel.: Holborn 6612).

Although their losses through enemy action at La Belle Sauvage were severe, they have plenty of stock left and are ready to supply all demands.

Discussion Techniques

Paul Roberts

Headmaster, Frensham
Heights School, Surrey

'Then you should say what you mean,' the March Hare went on.

'I do,' Alice hastily replied, 'at least—at least I mean what I say—that's the same thing, you know.'

'Not the same thing a bit!' said the Hatter. 'Why you might just as well say that, "I see what I eat" is just the same thing as "I eat what I see"!''

IT must be left to the professors and psychologists to determine the value of speech as part of human equipment and consequently its importance in education. In the meanwhile it seems to the layman that while it is easy to assign too great a value to it, it is clearly useful to be able to stand on one's feet and say clearly and concisely what one means. Language is primarily spoken, so it seems logical that the training of the child to express itself by means of the spoken word should precede training in other and secondary forms of communication and the cultivation of the capacity to use the spoken word seems to have a liberating influence which is not so apparent in the oblique forms.

Many opportunities present themselves in a modern school for the cultivation of speaking apart from what is done in the classroom. Among those that come most easily to mind are: Reading and dramatic societies, the school meeting in connection with self-government, the innumerable committees through which children manage their affairs and the debating society and kindred discussion groups. The dramatic work does not fall within the scope of this article except to note that it provides an opportunity for formal training in the technique of good speaking which is of great importance in the other activities but is not provided by them.

These other activities are subject to two ways of classification: (a) according to their degree of formality, and (b) according to their degree of reality in relation to the children's life and experience. Very roughly it may be said that in (a) the classification is according to the practice provided for the children in saying what they mean, and in (b) in meaning what they say.

Under classification (a) the school meeting and the debating society provide opportunity for framing clear resolutions and making formal speeches often prepared beforehand. The committees and informal discussion groups provide dialectical training through seeking the truth by means of cross-table discussions. Both are valuable. In the former case the child is presented with the task of knowing what he wants to say and then of presenting a clear and consecutive argument while standing on his feet under conditions of some nervous strain. In the latter he approaches his problem not usually as the supporter of a 'case' but as a co-seeker after truth and his desire to convince others of his own point of view is balanced by his willingness to see and accept theirs.

In claiming value for the formal type of discussion it is important to make one or two reservations. Such benefits as are claimed are only shared by a limited number of children. In the case of a school meeting not more than about ten per cent. of those present at any one meeting ever get up to speak and not more than twenty-five per cent. of the children passing through a school ever speak enough at meetings to derive any benefit. Those children for whom it would appear that the liberating influences are most to be desired are the ones who never bring themselves to speak at all. As the degree of formality decreases so the proportion of children taking part in discussions increases. The other danger in managing school affairs by means of meetings is that it is apt to place in children's minds too much emphasis on talk. The children very easily come to regard the expression of opinion on public matters as synonymous with public spirit.

The second means of classification is perhaps more significant. Here, in descending order of reality, we should place the school meeting and committees, the informal discussion groups, and last, the debating society in which speeches are made from a partisan point of view on questions on which, for the most part, children have not the knowledge or experience on which

to base sincere opinions. The danger of this is obvious. An irrational opinion—that is one not based on knowledge or experience—is more likely to become crystalized than a rational one. I am certain that I held, well into middle life, many opinions which arose just as a result of having had, by chance, to support them in a school or college debating society. For all I know I may still hold some which originated in this way.

The benefit of a debating society is that it provides a useful mental gymnastic in which the dangers of superficiality and insincerity can be avoided so long as children are not allowed to be too serious over it, and it provides a form of play for those young people who still need it. With the idea of achieving a greater sincerity the following experiment has been recently tried with some success. In place of the usual form of debate in which there were proposers and seconders on each side followed by the usual speeches from the floor of the house and finishing up with the usual final speeches from opposer and proposer and a division which determined which side had won, the debate was started with a secret vote on the motion. The remainder of the debate took the form of back-and-forth discussion without set speeches and finished with another secret division. The side was considered to have won which increased at the expense of the other side on the number of votes obtained at the first division.

The value of the debating society or the mock parliament as play is probably not sufficiently recognized. It seems to be generally agreed that during their development children must pass fully through certain play stages. For example, the girl who doesn't play 'grown-ups' when she is six may have to play being twenty-five when she is fifteen; and if she is not allowed to do it then she may become the pathetic creature who does it when she is fifty. So the debating society is a good opportunity for playing 'grown-ups' for those adolescents who haven't fully passed through the play stage earlier. One of the best examples that I know of young people playing 'grown-ups' is provided by a full-dress debate at the Oxford or Cambridge Union Society—and this is no sneer at youth. So long as a considerable

METHUEN

THE CAMBRIDGE EVACUATION SURVEY

Edited by SUSAN ISAACS

Written by Dr. Susan Isaacs, Dr. R. H. Thouless, and a number of others, this volume provides the only full published record of a systematic survey of the evacuation of school children, with special reference to the study of London children received in Cambridge. **8s. 6d. net.**

SPOKEN ENGLISH

Edited by J. COMPTON
Director of Education, Ealing

A composite work by distinguished specialists in all aspects of the subject, written for the help and guidance of the great body of non-specialist teachers. A valuable Bibliography is added. **6s. net.**

proportion of members of our House of Commons consists of ex-members of these Societies, the country should be grateful to them for working through their play stage then instead of in our Parliament later.

But from the point of view of children meaning what they say, the school meeting and its dependant committees are much more important and at the same time provide just as much practice in saying what they mean. Here the subject-matter of the discussion is provided by their own life and experience and the conclusions at which they arrive and the decisions they make affect their own lives. They are talking with a sense of responsibility, and there is consequently a stronger stimulus to exactness of thought and expression. The play element should be left entirely to the debating society and should, to the greatest degree possible, be absent from the management of school affairs. Many schools, including the one from which my own experience is mainly derived, have made the mistake, when introducing any kind of self-government, of starting with an elaborate and slavish imitation

of the constitution and procedure of adult political institutions. All very good fun, but play, not reality. If the sense of reality and of responsibility appropriate to the age of the children concerned, is to be achieved, the constitution and procedure of the school meeting and of committees should arise, as closely as possible, out of the work which these bodies have to do. They must start with some sort of form, but this should be as simple as possible, should grow to meet requirements, and should always remain flexible. With the play element as much as possible abolished, and with the sense of reality enhanced by a little judicious grown-up interference to see that only those questions are dealt with for which the children can take the full responsibility of their decisions, there will be a suitable emphasis on sincerity of utterance. And if you are surrounded by an atmosphere of

expectation that you will mean what you say you will be more likely to be careful how you say it. Similarly with the numerous committees which do the main work of managing school activities, it is a good thing that, whether or not they are elected by the school, they should be responsible to the school meeting, be obliged periodically to render reports to it and be liable to answer questions about the discharge of their duties. In this way, both at their own deliberations and in accounting to the school, they will be careful to try to mean what they say and say what they mean.

It may perhaps be a good thing for the world which they are going to build that children should grow up with the feeling that the important questions in life require precise and accurate thought and expression and that flatulent oratory may be left for the things that do not matter.

Speaking, Listening and Thinking

J. W. Tibble

MOST teachers realize fully the importance of helping children to speak correctly and fluently, to listen intelligently, and to think clearly; what is not so widely realized is the way these three operations are bound up with one another. One result of this is that our efforts in speech training too often yield disappointing or impermanent results. A great many children painfully acquire a near-standard English for class-room use, but outside the class-room they relapse at once into the dialect of home and streets—and most of these dialects are to-day debased speech forms not worthy of preservation for their own sake. We have to realize that in trying to teach the majority of children standard English we are in effect teaching them a foreign language. In teaching English children French, a good teacher expects difficulties, is prepared for them and tries to reduce them by the methods he uses. The root difficulty is not, of course, any innate difficulty in French; it is due to the fact that the child spends most of his time in an environment in which English is spoken, and the speech habits of the native language

**Lecturer in Education and Psychology,
University of the South West, Exeter**

get in his way when he tries to use another. If we transport the child to France or bring him up in an environment where French is the medium of communication, he acquires that language readily and easily.

So in learning standard English, the root difficulty is that so long as the environment of home and street, in which non-standard English is normal, is more real and important to the child than the environment of the class-room, just so long will he find difficulty in using the class-room English fluently and easily; and he may even resist learning it because he feels it is assumed and artificial.

The corollary of this is that the more we can make the class-room situations vital and interesting to the child, to that extent we shall make him more ready to acquire the language of the class-room. Some teachers have tried reversing the process as an initial step and have encouraged the use of dialect in the class-room for certain purposes; the idea was to convince the child that a class-room is a place where normal unselfconscious language can be spoken.

Modern class-rooms are usually a great

THE ANGLO SOVIET JOURNAL

The Quarterly Journal of the Society for Cultural Relations with the U.S.S.R.
which provides authoritative, reliable information about the U.S.S.R.

Special July Number has
 The only official map of the Soviet's western frontier

CONTENTS

- | | |
|--|---|
| 1. Judging the U.S.S.R., by H. Benn. | 5. Soviet Medical Theory of Pain, by
Ruscoe Clarke, F.R.C.S. |
| 2. The Human Element in Soviet Industrial Planning, by L. Crawshay Williams. | 6. The Red Army—Its Organisation and Education, by B. L. King. |
| 3. The Soviet Budget—an Evaluation, by Beatrice King. | 7. Socialist Initiative—Reports from the Press. |
| 4. Soviet Youth, by Andrew Rothstein. | 8. Biographical Sketches. Book Reviews. |

24 pages of illustrations

Price 2/-

Order your copy in advance from any bookseller or direct from the publishers :
LINDSAY DRUMMOND LTD., 6 BUCKINGHAM ST., STRAND, W.C.2.

The Society for Cultural Relations with the U.S.S.R. is in a unique position to supply information, slides, photographs, also lecturers for schools, colleges, universities and associations, etc. For particulars apply to The Secretary, 98 Gower St., W.C.1.

improvement on those of a generation ago. But it is true that many modern class-rooms are still too formal to be places in which a child naturally blossoms. And it is also true that the speech situations of class-rooms are far too limited and formal. What kind of practice do children have in speaking the kind of English we want them to speak? A great deal of the oral work takes the form of brief answers to teachers' questions about some subject of study, or of brief recitings of second-hand material. There may also be oral reading, recitation, and speech training exercises of various kinds. But all these tend to be too formal and artificial to ensure any transfer to the normal speech situations of the child's everyday life.

The first essential is that teachers should exercise all their ingenuity in contriving a great variety of real and interesting speech situations in the class-room. In this connection the close link between speaking and listening is of vital importance. I feel that the motif of self-expression is too exclusively stressed in our speech training work. It is true that all speech is a form of self-expression but the self which is expressed is a social self and it is

equally important to stress the point that the purpose of all speech is communication. All speaking implies an audience. Usually the audience is actually present, but it may be an imagined audience; or, as when we read aloud to ourselves, we are our own audience. But an audience, that is someone listening, there must be. We may say that a good speaker is one who is fully aware of his particular audience, reaches out to them and senses their reactions. And if the speaker is to be fully aware of audience reactions it follows that he must himself be a good listener and be trained to listen attentively and critically. George Sampson, in *English for the English*, stressed the need for training in listening; good listening is not a passive business; it is active and creative in the sense that a good translation is creative. We are indeed engaged in translation whenever we listen to someone speaking and the results are often as poor as those translations from French which the Fourth Form serve up, full of gaps and gibberish.

The experienced teacher can hardly be unaware of the need for training in listening;

but the kind of training provided is too often limited to listening to the teacher in formal exposition ; there is not enough training for children in listening to each other, active creative listening in a great variety of interesting speech situations. Those who have used Caldwell Cook's Littleman Lectures and similar devices will testify to the usefulness of these methods, not only in promoting keen interest and fluency, but also as methods of speech correction and improvement ; most of the criticism and suggestion for improvement is given by the audience, not by the teacher as such.

It is equally necessary to stress the connection between this kind of work and training in clear thinking. To most people, thinking is a rather mysterious activity which 'goes on' in the 'mind' and which may sometimes be expressed in speech. Too sharp a separation is made between the thinking and the expressing. Actually, it is impossible to make a sharp distinction between the thought and the expression of the thought. For all practical purposes the thought is 'what is expressed' though not necessarily spoken aloud. 'Thinking', says Wittgenstein, 'is essentially the activity of operating with signs' ; and a great deal of our thinking is done with the special class of signs which make up our native language, though this is only one of many 'languages' we use in everyday life.

The value of this to the teacher is that he may realize the basic importance of language work generally, and oral training especially, for in our native language the sound element is primary ; the written language is a translation of the spoken. He will realize the extent to which our thinking is conditioned by our speech habits ; by the structure of the language we learned in childhood, and by the details of its anatomy. 'All life', said Henry James, 'comes back to the question of our speech—the medium through which we communicate.' And in a general sense, as Urban puts it, 'problems of language are the last and deepest problems of the philosophical mind.'

Now the teacher can seldom concern himself for long with 'last and deepest' problems. Granting he is aware of these things, what can he do here and now in his daily work with

children? First, he can try to make *them* aware of the nature and function of speech in its simplest aspects. By understanding what the tool is like and what it can do and cannot do, they will use it more effectively. Word magic abounds ; the 'imperfect separation of words from things' which Herbert Spencer said characterized Greek speculations, certainly characterizes much of our everyday thinking. Do children go out from school with some idea of what really happens when we speak to each other? Do they realize that speaking is as much a practical activity as kicking a football and should be as much under control?

Next, the teacher can give form to this general awareness in specific exercises which combine thinking, listening and speaking. Mere talks 'about' language have their place—and it is a topic of great interest to children if properly presented—but to get results we need a plentitude of exercises and games designed to give a mental discipline, which because of its central position may afford a maximum of transfer. But the purpose of the exercise must be made explicit ; it must be thinking and speaking and listening to some purpose, using language to achieve a specific result. I suggest that much of the training we at present give in this field is either too formal and artificial or at the other extreme too diffuse and aimless. One of the bases of democracy is the belief that the experience of ordinary men and women is valuable, and that it is possible to communicate and pool this experience and work out from it a common plan, a co-operative conclusion. (The alternative, as we see clearly to-day, is for ordinary people to have their thinking done for them and imposed on them by a central authority.) I would suggest that democracy finds itself endangered to-day partly because it has not worked out and made effective through education the techniques which are implied in that basic premise.

This may be simply illustrated by considering the debate, the best known democratic speech technique, often the only one used. Most debates are disappointing affairs if we take them seriously (that is, as speech techniques designed to produce a specific result, as a motor car is designed to do this and not

that)—amusing parlour games maybe, but the maze which results is all there is to show in the way of co-operative conclusion. The listener, if any there be, usually comes out by the same door as in he went ; or sighs, 'There is much to be said on all sides.' Let me now describe an alternative technique which would suit most of the purposes for which debates are held. A general topic or field of experience being chosen, the group next decides on a starting point ; there will always be something arbitrary about the starting point and this does not matter so long as all agree to start there. Then speaker A, relating that starting point to his experience and reading, develops a stage of thought, goes one step forward, concentrating on making his hearers understand exactly what he has in mind ; the hearers concentrate on understanding A and they do not interrupt, except to ask questions for clarification, so long as they follow A's thought-processes and accept them as valid processes. They are not, that is, out to refute A, contradict him, score points

off him, but to understand him. B takes over when A has made his step, and proceeds likewise, pushing the process a step forward in the light of *his* experience and knowledge ; and so on, each member of the group contributing as speaker and as audience. As a result, either some conclusion will be reached which is the end product of the co-operative thinking of the group ; or the group will diverge at some point of fundamental disagreement along the line and maybe proceed on two or more tracks ; but the point of divergence, just what they disagree about, will be clear to all.

This is only one of many such techniques which can be used effectively in the class-room, either in discussion of a general topic or as a revision exercise or as a method of pooling individual researches and reading. They will, in my view, give much better results regarded as speech training exercises alone, quite apart from their value in training children to think to some purpose and hence in training them for citizenship in a democracy.

Disordered Speech and Frustration

Anne H. McAllister

Jordanhill College, Glasgow

SPOKEN language offers to the developing child one of the most spontaneous forms of self-expression. The random but expressive sounds of the infant are gradually controlled until they take a form as similar as possible to the utterances of the adults and older children in the environment. From the earliest efforts to imitate, right on through all the stages of development, the primary purpose of the child's speech is to give expression to the thoughts and feelings that have been stimulated by new experiences. Consequently, when speech becomes disordered, it is natural for the therapist to turn his attention from the peripheral symptoms of delayed, ataxic or inaccurate articulation to probable underlying causes in the mental attitude of the individual not only to language, but also to each factor that in any way modifies his environment. Disordered speech is one of the many symptoms that may indicate deep mental disturbance or far-reaching emotional frustration. There are

few adults who have not, at some time of acute embarrassment, experienced (albeit momentarily) disorders in speech such as hesitation, repetition, 'spoonerisms', or difficulties in finding the required words. The frustrated individual may have many such experiences and, if he is predisposed temperamentally to be 'nervous' or 'highly-strung', such disorders are apt to become habitual traits of his language aptitude. It is not, then, a matter for surprise that some thwarted children who find it difficult to emerge successfully from mental conflict, proclaim their inner disturbances in some form of disordered speech.

As in the case of most pathological states, chronic feelings of frustration may arise from apparently simple causes.

Jim, aged 5 years, was brought to the Speech Clinic 'to see if he could be taught to speak'. The parents were in comfortable circumstances and the mother declared that he had received during a normal infancy 'every reasonable care'. By the twenty-fourth

month he had acquired a few words, but these had gradually fallen into disuse. The mother's cousin, who was also her neighbour, and who had watched the little boy's development from infancy, asked for an interview and gave some significant information. As an infant, the child had been strapped into his perambulator, lying on his back. To amuse him a golliwog was hung from the centre of the edge of the hood, always, as the cousin said, 'dangling in his line of vision'; yet his arms were so bound in that he 'could neither play with it nor get rid of it'. He would take wild screaming fits, but nothing would convince his mother that the frustration of his instinctive movements to handle the swaying object in front of him had anything to do with the screaming, which she characterized as 'mere temper' at being left alone. Perhaps because the cousin had 'interfered' in the matter, the golliwog was in evidence for many weeks; it is not surprising that the child has a squint. The control of movement was continued in various ways as he grew older. He was not allowed to touch what did not belong to him unless it was actually put into his hands. For example, if something interesting was lying on the table when he entered the room, and he spontaneously moved to take it up, he was immediately checked: 'No! Don't touch; you may look, but don't touch'. Then if he persisted and wept at being thwarted, he was put out of the room with the words, 'You must learn not to cry when mother says "No!"'.

At the first clinic interview the mother complained, 'I've always had him with me when visitors were calling, so that his speechlessness isn't due to lack of society.' Yet, according to the cousin, on such occasions, Jim was given a seat on a little stool beside his mother's chair, and if he attempted to speak was told, 'No, Jim, not till mother speaks to you.' Mother rarely spoke to him and a hint was given *sotto voce* to any visitor making advances to him: 'Please don't take too much notice of him. I don't wish him to be precocious!' So the two most natural forms of expression for a child, movement and speech, were 'cribbed, cabined and confined' in Jim and, at 5 years, he had lapsed completely into mutism. During the months of subsequent clinic attendance, Jim proved himself to be a very sensitive child of quick impulses and ready responsiveness, in many ways eager to manage for himself, vitally interested in things he saw and in people whom he met, a child for whom freedom of movement and varied companionship were absolutely essential. The wonder was that his disposition had not suffered more from the frustrations imposed by his early training.

Another spontaneous outlet for the emotional life is the expression of loving sentiments, the early need to be near and to fondle or to play with the object of affection. It is agreed that for the child's healthy adjustment to the problem of living, the natural tendency to

N.E.F. CONFERENCE Towards Education in a Planned Democracy

St. Hilda's College, Oxford,
August 21-26

The programme will be introduced by
Professor F. Clarke

and will consist of three study courses:

Dr. Karl Mannheim on
*Selected Topics on the Study of Modern
Society*

Mr. J. A. Lauwerys on
*Recent Advances in Educational Practice
and Theory in the U.S.A.*

Dr. H. G. Stead on
The Modern Society and English Education

Particulars, which will be sent to all members,
may be obtained from The N.E.F.,
162 Westbourne Grove, London, W.C.1.
(Telephone: Bayswater 5279.)

fondle and caress must be guided or diverted into proper attitudes. But frustration of it must be avoided at all costs.

Patrick, aged 4 years 9 months, was an unintelligible speaker uttering at a great rate and with a considerable range of expressive intonation, syllables that seemed no more than a meaningless jargon. Practically all the 'talking' that he did was poured out over his playthings, chief of which was a small hand-towel, crudely tied by himself in two places to make a 'baby'. It was begrimed with much handling. His speech disorder was *idioglossia*, an invented tongue, peculiarly his own. He was the elder by three years of two children. He was late in commencing to talk although he had walked early, but had acquired one or two words by his twenty-second month and had continued to progress slowly, making many mistakes however in articulation. The mother declared that she was 'modern' in her views, did not kiss nor fondle him, and would not allow him to cling to her. She was sure that he was developing into a sturdy, independent little boy. True to her modern outlook, she had prepared him for the arrival of the new baby 'to make him feel that it was going to be a very happy event'. He became so expectant and eager about it that he would ask her continually: 'Is the new baby coming to-day?' The new baby was a little girl. But, alas, the eager anticipations were completely balked. The nursery was run on lines much too

hygienic for a sturdy little boy to come too near a baby sister, far less to touch or to play with her. For days he was denied entrance because he had taken tantrums when he was forcibly lifted away from the crib—'his fingers had to be unfastened from the rail'. The towel that did service as a baby was the third or fourth that had been so used; the others had been taken away from him, but he always managed to procure a fresh one. One day he walked off with the perambulator when the baby was in it, and for punishment he was left at home for several days when the baby had her outing. So, on things that he was allowed to play with, he began to pour forth all the frustrated delight in the new baby, a delight that had been deliberately fostered by his mother before the little sister's birth. The towel baby was nursed and fondled and the jargon speech was his crooning play-talk to it; the intonation that accompanied it was extravagantly expressive; not having acquired a sufficient number of real words, he had let his mouth have its way and had found his emotional outlet in a speech of his own fabrication. 'He jabbers to that towel', complained his mother, 'and can hardly be coaxed to take any notice of the baby now.' She did not see that his interest had been forced to find an object elsewhere. The clinic problem was not so much that of teaching him to speak correctly, as that of releasing from the bonds of frustration his eager interest in his baby sister. Temperamentally, he was a child who required full outlet for his affectionate impulses, but given the opportunity to be near one whom he liked, or to do something for the object of affection, he was not extravagant in his expression nor did he demand much in the way of reciprocation.

During his third visit to clinic, he was asked to sit down at a table beside a very little girl, and he flushed and smiled delightedly when he understood that he was to show her a picture-book. When its possibilities of entertainment were exhausted he came for another one, and finally was observed taking her to the cupboard to choose for herself. Speech righted itself with very little specific drill once the situation at home had been adjusted to give him his rightful share in his little sister's company.

The clever child who early develops a sense of satisfaction in achievement naturally looks for some measure of approbation from his parents. It is agreed that it is highly undesirable so to praise a child that he is in danger of becoming an exhibitionist. A child's successful achievement should be regarded as normal performance, but that in itself means that judicious encouragement must be given to it. To fail to encourage the child in his efforts, or to acknowledge his successes, is to thwart him and to deny him a subtle satisfaction. His feelings of frustration are

intensified if, while he himself is denied approbation, he hears another child being openly commended.

An honours graduate presented herself for training in teaching, but immediately found herself in difficulties on account of her loquaciousness which was expansive and rapid to the point of unintelligibility. She was excitable, super-sensitive, expectant of adverse criticism, hysterical under test conditions, and at first quite incapable of controlling the excessive flow of her utterance. She had a fine brain of quick intellect and ready intuition, but she had failed to gain, in her final honours examinations, the first-class grading that her consistent securing of prizes and bursaries had suggested was inevitable.

She was both resentful and disappointed at being listed as 'second class'. Her failure to attain to 'first class' brought to a head a long experience of efforts denied their coveted reward. Her history was one of repeated frustration. She was passionately attached to her mother, and all her life had coveted her mother's approbation. Yet her mother had not once expressed pleasure or satisfaction in her many brilliant successes. The mother's affections appeared to be centred on her son, barely two years younger than his sister, but not blessed with her abilities. When the sister excelled in a game she was told: 'But you have a better chance than John; you are older', or 'John has really done better than you, for he is younger'. When she gained prizes in school the fact was barely noticed at home, but John, who gained no prizes, was encouraged to believe that he had been hardly dealt with, and assured that the girls and boys in his class were much cleverer than those in his sister's class. An outburst of protest, with hysterical weeping, followed the issue of results in a music examination, different grades of which the brother and sister had sat. John got a 'pass' certificate, his sister a 'first class'. John was told that he had 'done very well indeed considering how difficult had been the questions for his grade'. No remark at all was made about his sister's distinction. She was deeply hurt and hysterically protested against the unjust treatment, on this occasion finding vent for long pent-up resentment. She was derided for childish conduct, although at this time she was barely 11 years old. When similar occasions arose an hysterical outburst was the inevitable reaction. These were regarded as bad behaviour, but no attempt was made to remove the cause. Gradually the girl ceased to carry home from school news of her achievements. Increasingly her speech became in character more protesting and rapid until it degenerated into the unintelligible condition referred to above. It was significant that her comment upon her incomplete success in her 'finals' was: 'Well, mother really has reason for not praising me this time.' The rapid, unintelligible speech was an hysterical effort to gain a hearing and to demand recognition, and her release from her pursuing sensations of frustration was secured by giving her

CENTRAL ASSOCIATION FOR MENTAL WELFARE

COURSE FOR TEACHERS OF ALL TYPES OF RETARDED CHILDREN

From AUGUST 29th to SEPTEMBER 12th, 1941 (inclusive)
At ST. LUKE'S COLLEGE, EXETER

Subject: *THE EDUCATION OF THE BACKWARD AND DIFFICULT CHILD IN WAR-TIME*

Fees: Accommodation per week £3 . 3 . 0.
Tutorial fee £4 . 4 . 0.

For particulars apply to The Educational Secretary,
24 Buckingham Palace Road, London, S.W.1.

ample opportunity to speak for as long as she liked to groups of her fellow-students and upon topics of special interest to herself. Without any adverse comment being made upon her speech, she came gradually to understand that if she was to gain the approbation she was unconsciously seeking she must speak more slowly and with greater clarity.

One of the most satisfying experiences that the growing individual enjoys is expression of his will power, the performance of a self-determined action. One of the problems of training is that of guiding the young to make right determinations, of making them willingly obedient, and yet of giving them scope for independent decision and action. The wilful child whose determination is undirected is a nuisance to himself and a pest in his environment. But unfortunate indeed is the strong-willed child who has been unreasonably frustrated in the carrying out of his desires, or who has suffered because of his persistence against orders in doing as he wishes.

A girl, aged 7 years, had been in school for two years and had never been heard to speak. The mother reported that though she would speak to no one in the home, she chattered to her dolls when she thought she was alone with them. Speech had commenced at ten months and had developed apparently normally until she was four and a half years old. She had been, according to her mother, a stubborn child, difficult to lead and very 'set on having her own way', even when she was quite a wee thing'. The mother reported that she had stopped speaking soon after a certain incident which occurred when she was about four and a half, and was of opinion that her refusal to speak was sheer determination to sulk. From play the child had run into the kitchen for a drink of water. The mother was baking and told her to wait till she could give it to her. But the little girl had noticed a cup on the dresser, and said, 'I can get it for myself.' As she reached for the cup the mother called to her to leave it alone, but she refused and, standing on tip-

toe, drew the cup towards her. It fell, breaking on the stone floor. She was whipped both for being disobedient and for breaking the cup which, unfortunately, was a piece of the best set of china. The whipping apparently brought to a climax many scoldings, and on this occasion the child found an excellent way of holding her own—complete silence. Unfortunately, when the child went to school some six months later, the home treatment was repeated there. The child was scolded for not speaking and became fixed in her determination not to speak. When seen in clinic it was clear that although she did not talk either at home or in school, her knowledge of language had progressed at normal rate. She wrote her name and address, printed neatly a piece of transcription from her book, and wrote correctly the answers to a simple composition card. She was tempted into speech at clinic by a chance incident; she was taken for treatment one day into a consulting room that had in it a hospital bed. She apparently thought that she was to be put to bed and kept in clinic, and immediately said quite clearly, 'I'll read to you', and she did so very well. Thereafter she was asked to help another little case to read some easy sentence cards and became so absorbed in his many mistakes that she gave him much good advice, quite forgetting to maintain her baffling silence. A child of strong character, she will require the most careful guidance if her development is to make for happiness. The strength of her will is shown in her determined mutism lasting for three years.

Spontaneous in each individual is the desire for satisfying companionship, and one of the proudest experiences in a boy's life is to be on companionable terms with an admired father or elder brother. Excellent it is too for the child's self-respect, to be treated by an understanding father as a reasonable being to whom he can talk about things that interest him. But the parent who withholds himself from the child inflicts real hurt to the personality, and frustrates with unfortunate consequences a natural and healthy impulse.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED

32 BROOKE STREET, HOLBORN, LONDON, E.C.1

Martin at 9 years of age commenced to stutter. Unconsciously he had become convinced that his father and very clever elder brother had 'no use for him'. His mother found him irritating: 'He is nervy like his father'; his father found him exasperating because of his clumsiness. The child had his father's analytical mind and a passionate desire to be an engineer like his father, but on one of the few occasions when he was permitted into the workshop that his father had built in the garden for private experiments, he had so clumsily handled tools and material that he was impatiently sent away with the remark, 'clumsy-fingered boys don't make good engineers'. The boy is not clumsy, but his eagerness to please his father for whom he had an intense hero-worship had made him tremble with excitement. He had cried himself to sleep that night, but in a suppressed way, his head buried under his blankets because his brother jeered at him when he wept, and unfortunately he wept easily. This suppressed weeping happened often, and its quick gasping breathing was one day shocked into habit. Martin was going fishing with father and brother; that he should be taken was a fact so rare that he had counted the hours until it was time to start, and was no doubt keyed up in greatest excitement. The father and brother together got things ready for the expedition; evidently it hadn't occurred to them to ask the younger boy to help, as he said: 'You see, they never really needed me.' But impulsively, he had darted forward to help in some way with a fishing-rod and somehow or other he damaged it. Both father and brother turned on him evidently in extreme impatience, rated him soundly for his clumsiness, and went off without him. That incident crystalized feelings of insufficiency, loneliness, and self-depreciation that had been mounting up from many experiences of disappointment at not achieving contact and companionship, especially with his father. He said in clinic, sobbing without tears at the recollection of his acute disappointment: 'I didn't mind at not getting to fish; I don't really think I like it; but I did want just to go with dad for once.' His sobbing utterance, difficult to follow, and painful to hear, was now his characteristic stuttering speech, a clear symptom of one of the most cruel forms of frustration.

Two facts should be clear from the foregoing: firstly, that speech is an intimate medium of expression of the personality and, secondly, that disordered speech, like other forms of abnormal behaviour, is a symptom of some underlying defect of the personality brought about by mental disturbance either intellectual or emotional, and not infrequently associated with feelings of frustration.

As in leading a child into right ways of behaviour, so in training him to speak well, the main problem is to mould him by guidance

that will control but not frustrate. To parents and teachers desirous of training their children to a normal expressive control of language and speech, the following advice should be given:

- i. Make their environment reasonably interesting to ensure that thought and sentiment are being stimulated to new and fruitful sensations. While avoiding undue excitement and over-indulgence, remember that the young mind is continually reaching out to discover all that its environment can offer, and that for its satisfaction it requires a varied diet of new interests.
- ii. Give them free opportunity for expression in language. Such opportunity comes first from the assurance that a willing ear is available to listen to them, and an understanding mind ready to encourage them. It is found also in free companionship not only with other children, but also with those adults to whom they feel instinctively drawn. It can be given most of all by surrounding them with an enlightened control that definitely sets a safeguarding limit to their impulsive actions but, at the same time, watches carefully that their intellectual and emotional needs are met in a way that contributes to healthy development and not to the forming of gross appetites.

Just as we give to good behaviour the polish of good manners in order to ensure the child's social comfort, so to expressive speaking we add the attractions of pleasant voice-production, efficient diction, and standard pronunciation, remembering that if a child comes to realize that he is not doing correctly what his comrades can do with facility, he experiences frustration of such considerable intensity that a minor articulatory defect (such as a lisp or a burr) or a peculiar vocal tone (such as nasal or adenoidal resonance) may be emotionalized into a serious disorder, upsetting the balance of personality. Parents and teachers, then, will be well advised to see that their children are trained to use their voices well, and to produce speech sounds clearly in conformity with the best standards of the day, thus ensuring for them comfortable self-expression in any social circle in which they may find themselves.

Speech Education in the Training College

M. M. Lewis

Vice-Principal, Goldsmiths' College,
University of London

THERE is no society without speech. Through the currency of its living speech a society exists; through the tradition of its speech a society persists. The education of children in speech is therefore a primary task of every society—so constant and so natural a task that we may be unaware that it occurs.

The most purposive agent in this work is the teacher; through him more than any other person a society, of set purpose, shapes the speech of the child. The child's parents, and everyone else whom he meets day by day, the spoken word which he hears broadcast at home or at the cinema—all these determine the nature of his speech. The teacher, however, because he is the special instrument of education in a society, plays a double part. Not only, like all other educated men, is he an example for the speaking child who is finding his way to approved speech, but more than anyone else in the community around a child he undertakes the task of guiding him towards this speech.

The speech education of the teacher himself must therefore also be twofold. His own speech must be good speech; that is, it must conform to what is held in the community to be correct, found to be effective and felt to be pleasing: the standards are always social. In addition, the teacher must have skill in training the child to speak well—skill which does not of itself come to everyone whose speech is good. The twofold task of the training college is both to train the teacher to speak well and to fit him to train others to speak well.

The training college is well suited to undertake this task. It is a society, and in a society speech can best be cultivated. The training college as a society of course includes more than the actual community of teachers and students; the walls of the college building may mark its centre, but its work extends outward to the schools which lie in its vicinity, the schools of a whole city, perhaps of a whole county.

Our task then may be defined in this way: in and through the society which is a training college, to cultivate good speech in our teachers and to train them to cultivate good speech in others.

Every teacher must speak well; most teachers will occasionally attempt to improve the speech of their pupils; a few will wish to make the training of speech their special work in school. We therefore need three courses in training colleges: a general course to cultivate speech in all; a course for most, if not all, in the methods of speech training in schools; and a special course for a selected few who mean to devote themselves particularly to the training of speech.

All three courses will, because they are all concerned with the intending teacher, have certain characters in common. They will all use the community of the college as the society through which they work. In all of them it will be kept in mind that the teacher more than anyone else needs to maintain a sane and healthy attitude to speech, although he more than anyone else is susceptible to the allurements of pedantic correctness, false refinement and shallow aesthetics. And they will all need to keep a true perspective of the technical aspects of vocal utterance in relation to the broad functions of spoken language. Our concern is with education in spoken language rather than with speech training.

In this our task is on the whole a good deal easier than that of the teacher himself when he comes to train children. It is true that the speech of a young man or woman is relatively fixed and less open than that of a child to the influence of other speakers. But on the other hand we are freed from the characteristic difficulties of the school. The teacher in school is often distracted from his true task by conflicting aims: is he to attend to the children's everyday speech or rather to speech as an interpretative art—verse-speaking or the drama? He is held back too by adverse conditions—the approved speech which he

attempts to cultivate through the community of the school conflicts with the speech of communities out of school. Finally, and perhaps most important, there is the difficulty of incentive: it is not easy to bring home to a child—so that it becomes part of his mind and an urge to constant endeavour—that it is well for his speech to attain approved standards.

But in the training college, aims, conditions and incentives—all are in our favour. Our two main aims are clear: the teacher must speak well in the everyday intercourse of the classroom and must have some ability in training others; to these two aims all others are clearly subordinate. Social conditions, too, help us. The college is a relatively homogeneous community: the speech of its members, by virtue of selection, already approaches approved standards, and because the intending teacher recognizes the value of good speech, outside influences tend to be less potent. Finally, as we have just implied, there is an urgent and constant incentive: the student knows that good speech is a necessary part of his equipment.

If then we sometimes fail in the training college we should not plead that we are thwarted by circumstances. We may have to admit rather that we do not take full advantage of them, and that perhaps we allow ourselves to be led astray by false views of what should be our aims, by the attractions of the aesthetic rather than by what is more immediate and more necessary. It is desirable that the teacher should read well both prose and verse, that he should be able to tell a story with vigour, recite a poem, inspire and guide children to speak verse singly and in chorus, or produce a play. Yet all of these are second in place to the need that he shall himself speak well in the ordinary daily interchange of the classroom and that he shall have some understanding of how to guide the everyday speech of children.

Perhaps also we may be led astray by an attractive though insidious principle of method; that the cultivation of the aesthetic modes of speech—the speaking of verse, prose and the drama—is not only desirable in itself but indirectly fosters good speech in everyday life. There is some truth in this, but it is dangerous

when it leads us to substitute aesthetic training for the direct cultivation of good everyday speech. By all means let the teacher cultivate speech as an art, comparable with instrumental or vocal music, but let us not forget that his prime need is the practice of correct, effective and pleasing speech for the purposes of daily intercourse.

What then shall our general course be? Time is usually limited—for the majority of students one period a week during a single year, with perhaps an additional period for those who need special attention. Yet a great deal can be done in this limited time if the basis of the work is the simple and well-known practice of a short lecture by each member of the class.

Everything depends on the manner in which this is carried out. Atmosphere is all-important; the students must feel that they are engaged in the practical task of equipping themselves for their work in school, and that as the work proceeds it really does satisfy their needs. The tutor, while playing an active part, must guide them rather than obtrude himself. Finally—and this is perhaps the greatest difficulty—the students must not feel that they are wasting their time while one of their number holds forth.

The following procedure is in current use. The course begins with two or three discussions on the principles of speech—arrangement, coherence, illustration, as well as voice-production, pronunciation and delivery. The centre of all the work is expression: the speaker is to be concerned with conveying to others what is in his mind, and his audience of fellow-students are to judge of his success.

In order that their criticisms shall be directed to the main issues, a short list of criteria of good speech is drawn up in discussion; for instance:

Arrangement—choice of material, coherence, illustration;

Language—general correctness, style, vocabulary, fluency;

Pronunciation—by reference to approved standards;

Enunciation—articulation, intonation, phrasing, speed;

Voice-production—timbre, pitch, ease, audibility;

General manner—posture and address.

N.S.A. SUMMER SCHOOL
Homerton College, Cambridge, August 11th-23rd, on
The Importance of the Nursery Stage of Life

WEEK-END CONFERENCE on
Education of the Future

August 16th-17th (Open to anyone interested)

Lecturers include: Miss Anna Freud (Vienna), Miss Gwendolen Chesters (Tavistock Clinic), Dr. Wilhelm Viola (Cizek School of Art), Dr. Stead (Chesterfield), Dr. Barnett Stross (Stoke-on-Trent), Miss Skillicorn (Principal: Homerton College), Dr. Whale (B.B.C.), Miss Lillian de Lissa, Dr. Frances Consitt (Chairman of the Association).

Visits to Bottisham Village College, to Nursery Centres, Clubs, Feeding Centres—and to some of the beautiful buildings of Cambridge.

Programmes and Application Forms from:

The Secretary, N.S.A., 8 Endsleigh Gardens, London, W.C.1.

The practical work then begins: a student prepares a short talk on a topic of his own choice, to last about ten minutes. It is prepared speech, not reading aloud or recitation from memory. The preparation therefore consists of the briefest of notes, and the qualities to be commended are those to be expected in extempore speech from a prepared plan.

Each member of the class keeps before him his list of criteria, and as the talk proceeds jots down his impressions. After a pause in which these summaries may be amplified there is an open discussion of the speaker's main characteristics. Two talks, with discussion, can be brought within a class-period.

The tutor then sees each speaker privately and from his own impressions and those of the class gives advice; he may recommend exercises to be done privately or with a partner or additional practice in a special class. At the next meeting he comments upon the criticisms; this is by no means the least important feature of the work, for as the students gain critical discrimination so they develop an awareness of the ends to be achieved in their own speech.

The chief condition of success in this work is the conviction in the mind of every student that skill in speech is essential in his professional equipment. The speaker, because he values the comments of his fellows, will strive to reach a good standard; the critic will make a serious attempt to appraise each speaker, feeling himself a member of a group co-operating to attain a desired goal. In this way the community of students are a society acting together to foster the better speech of each of its members.

This central general course will be supple-

mented by the other speech activities of the college. Every student will practise reading aloud during the practice of teaching; many will engage in debates and discussions; some will take part in the production of plays; some may even form a verse-speaking choir.

For all who intend to teach younger children and for many others there should also be a general course in methods of speech training; for a selected few there should be a special course which may be as detailed and as thorough as the usual courses in music or handwork. Here we have not the space to describe these courses, but we may mention the two essential features of both. In both the central and unifying idea must be the function of speech as a means of expression, whether in everyday intercourse or in the interpretation of literature: the arts of the spoken word are but means to these ends of expression and interpretation. And both courses must work through the life of the college as a community, including the schools in which the students practise teaching and which, as we have said, are an intrinsic part of the college.

Because we are responsible for the speech of teachers we are inevitably invested with responsibility for the speech of children. When the speech of young teachers is adversely criticized, it is customary for us in training colleges to point to the schools from which our students come. We have a strong case; but it is also true that the teachers in these schools come from us. Our criticism of the schools is an admission of our own failure until we send out from our colleges teachers who speak well, who understand the nature and the functions of speech and who have the skill to cultivate good speech in others.

National Froebel Foundation Conference

at Knebworth House, Knebworth, Herts.,
September 12th-15th, 1941.

*Subject: Reconstruction in Education with
Special Reference to Children Under Twelve.*

Inclusive Fee for Week-end: £2 . 10 . 0.

For leaflet with particulars apply to N.F.F.,
2 Manchester Square, W.1.

Style in Speech

Mona Swann

THE Oxford Dictionary defines *style* as the 'manner of writing, speaking or doing, especially as opposed to the matter to be expressed or thing done', and further as a 'noticeably superior quality or manner'. In the training of what is familiarly called the sense of style in the written or spoken language, we are presumably aiming at something which fuses these two meanings: at developing a manner so well suited to the matter, that this achieves its most economical but most clear and complete expression.

Style viewed from this standpoint is complementary to *taste* ('the faculty of discerning and enjoying beauty or other excellence especially in art and literature'). It is, so to speak, taste translated into action, as taste itself is style translated into appreciation. Training of the two is consequently concomitant; both involve sensibility, alertness, and accuracy of perception allied to clarity and coherence of thought; and the dual training has a single outcome, for improved style and improved taste both lead not to increased 'knowing about' but to increased 'knowing'.

This training of style and taste is or should be a primary factor in national education. It is not the prerogative of the favoured few but part of the common heritage of democracy—an essential part if we are to clear ourselves of Sir Richard Livingstone's indictment¹:

'We have compulsory education, magnificent schools, an impressive array of teachers, and an enormous educational budget. Yet most of the passengers in a railway carriage will be reading the *Daily Mirror*; and the *News of the World* has a circulation of between three and four millions. The advertisements, cheap newspapers and films of a country are the best index of what appeals to its masses. What view would posterity form of our civilization from these manifestations of its taste and intelligence.'

There is, however, one fundamental difference between the training of taste and the

training of style: the training of taste is mainly passive, while the training of style is mainly active. Taste is largely influenced by environment, so that the mere exposure of a child to 'beauty or other excellence' will help much in the development of this faculty; but style is largely the result of practical endeavour: of a definite search for the manner best suited to the matter, and a consequent elimination of all that clouds or clogs or entangles the issue. Since, therefore, the approach to style is more direct and less abstract than the approach to taste, it affords a training-ground on which both teacher and pupil can plant their feet more firmly; the disciplining conditions are more precise, and vague, indiscriminate personal preferences are less likely to distract attention.

Style in the use of language—the common means of communication and expression—is one of the most vital aspects of this training. Here, as always in the consideration of style, there can be no place for snobbism: for style in language is fundamentally independent of narrow imposed standards of 'refained' speech or phraseology; it may even be enhanced by the pronunciation and idiom of local dialects; the one essential is that manner should be suited to matter in the completest possible way.

Style in language can be trained through the medium of either the written or the spoken word. Strangely enough, although as Clive Sansom emphasizes in his illuminating chapter on 'Reading Aloud',² 'the written language very imperfectly represents the spoken language', the written word is the much more usual medium; the spoken word is given a fair amount of attention in the lowest grades, but in the upper grades and in the secondary school its use too often fades out as a constructive and integral part of training in English, and the pen almost if not entirely supersedes the tongue.

For instance, most of the recent School Certificate English papers contain the question:

¹ *The Future in Education*—pub. Camb. Univ. Press.

² *Spoken English*—ed. J. Compton, pub. Methuen.

'Analyse into clauses the following passage'. Consequently—or as the result of personal conviction—most English teachers include the study of logical analysis in their English lessons, yet textbooks on the subject which in many ways deal with it very capably seldom if ever indicate one primary fact: that this very analysis into clauses is implicit in our daily utterance. So soon as the ability to plan the thought-elements in perspective (complex sentences) instead of in the flat (simple sentences) develops, so soon does the speech match itself to the new dimensions in which the thought-elements are shaping themselves.

This oral analysis, this vocal subordination of the subordinate and vocal stressing of the main ideas, is the immediate and spontaneous response to the initial mental idea-planning. The elements are grouped and modelled in sound, some pushed into the background, others into the middle distance, while some hold the foreground; the so-called adverbial and adjectival clauses fall back: 'But the Mole was bent on enjoying everything, and [although (just when he had got the basket packed and strapped up tightly) he saw a plate staring up at him from the grass], [and (when the job had been done again) the Rat pointed out a fork which anybody ought to have seen], [and last of all, behold! the mustard-pot (which he had been sitting on without knowing it)]—still, somehow, the thing got finished at last'; while noun-clauses usually knit themselves into so close a group that they become as it were a single very polysyllabic word: That-you-have-wronged-me doth appear in this.

Youngsters of eleven and twelve have little difficulty in discovering in this way the main stepping-stones of the thought or action as they read aloud; they begin to realize how each forward step of the story is made by one main word (the main finite verb) but how around this there may be clustered any amount of descriptive (subordinate) detail. As some of them said the other day: 'It's like walking along the main road and peeping down side-streets as you go. There may be all sorts of interesting things down the side-streets but you can't stop to look at them then; they're not your business.' Thus sentences come to

be apprehended, not as sequences of words strung out in the flat, but as firmly modelled shapes in which thoughts are formulated and expressed; any change of shape is seen (and heard) to reflect a modification of the thought; the manner is recognized to be the materialization of the content.

The speaking of poetry gives still wider scope for the development of a sense of style. Poetry stands somewhere about midway between prose and music, and shares at least to some extent the disciplines of both: with prose it shares the discipline of ordered thought, with music that of ordered abstract pattern. Further, its words are used evocatively, with extreme economy but with the maximum of significance. To be in any way a true interpreter the verse-speaker must submit to these two disciplines; but he must at the same time give to the words not only their apparent but also their associative significance as fully as his experience allows.

Although the thought- or sense-pattern and the abstract pattern of verse subsist simultaneously, their elements are not necessarily coincident; usually, in fact, they are divergent to the point of antagonism. The sense-pattern is fluid, the abstract pattern fixed: the fluid thought plays across the fixed metre and creates rhythm; it shapes itself into variable phrases which may or may not run counter to the fixed line: they may flow across several lines or not extend beyond the first two or three feet; and finally phrases and sentences group themselves into paragraphs without regard for the fixed stanzas. This friction between the two elements—fixed and fluid—with the consequent modulations in the verse, has a large influence on style in poetry; yet to the average girl or boy it no more comes alive from the written page than does a symphony of Beethoven from the score. Speech is the direct and normal medium for its realization until sufficient familiarity with these bases of verse-style has been established for the eye to be able to translate the written word immediately and so 'pipe to the spirit ditties of no tone'.

Probably the *metre-rhythm* counter-pattern is the easiest of these modulations for the young verse-speaker to recognize and appreciate:

¹ ² ³ ⁴
I a child and thou a lamb
¹ ² ³ ⁴
We are callèd by His name.

The fluid thought moves across the third metric beat of the second line to the significant 'His', giving it added emphasis by the unexpected accent-shift; but this fitness of manner and matter is clearly more discernible in actual sound than it is on paper.

So also is the *line-phrase* counter-pattern. Here the dance across the fixed base is one not of syllables but of thought-units; in utterance the breath shapes these thought-units or word-groups into phrases just as in music the bow of a stringed instrument shapes the note-groups:

I slip, I slide, I gloam, I glance,
 Among my skimming swallows;
 I make the netted sunbeam dance
 Against my sandy shallows.

This intimate physical relation of breath-unit to thought-unit makes phrasing a real experience to the speaker.

In the consideration of phrasing, however, further elements of style are discovered. The phrases may be complete in themselves (simple sentences) or they may be units of a larger sense-group (outriggers in a complex sentence). As in the prose-passages discussed earlier, the *story* moves from main finite verb to main finite verb. The variably modelled shapes of these sense-groups have a large effect on the style of a poem; the long six-line suspense, for instance, of the opening subordinate clauses of Milton's sonnet *On his Blindness*, until we reach the main:

Doth God exact day-labour, light deny'd,
 I fondly ask . . .

adds immeasurably to the poignancy of that cry. The speaker who must build his phrases towards that goal does not 'know about' this, but 'knows' it.

The speaker also discovers that the greater the number of main finite verbs the brisker is the movement of the thought and consequently of the verse. Compare the stanza above from *The Brook* with this stanza from one of Longfellow's best poems, *Seaweed*:

When descends on the Atlantic
 The gigantic
 Storm-wind of the equinox,
 Landward in his wrath he scourges
 The toiling surges
 Laden with sea-weed from the rocks . . .

How relatively slow is the movement of this, with its long sweep towards the climax 'scourges'—the single main finite verb—and then its shorter back-wash recoiling from it.

Yet another discovery that emerges from such an approach is the realization that while we apprehend a complete image in the round, as it were, the words with which we express it have perforce to be used in a series. This divergence can be overcome only by the complete thought being held steady throughout the utterance of the series of words. Training in such focussing of the idea will do much both for clarity of thought and for economy and lucidity of expression.

Appreciation of the *stanza-paragraph* counter-pattern also helps towards clear thinking. Long poems—ballads, for instance—seem endless when they are spoken as though each stanza were a self-contained unit: for the idea-pattern actually shapes itself into episodes (paragraphs) which may consist of one stanza, or perhaps of two and a half stanzas, or perhaps of ten stanzas. Here the speaker passes from modelling to something akin to architecture: to the recognition and direct oral reproduction of the proportions of part to part within the whole structure.

Of the evocative use of the words themselves there is little room to write here. From the very beginning of interpretative speech a child can be helped to see the word as a symbol—*first the image*, then the sound that communicates the image, and later the shape that can also communicate it. Gradually will come the realization that no word can ever quite replace any other word; that a word has a general meaning, but any number of particular meanings according to the effect of the context on the image, e.g. 'song' in one context may symbolize a dirge, in another a madrigal; and that consequently the more general the word the less truthfully is it likely to communicate the image that it is trying to convey. In speech, too, the child can begin to discover the

part that the actual combination of different vowels and consonants in words plays in the communication of their significance : how the marriage of sound with sense can convey superlogical qualities of mood, character or colour and thus reflect more perfectly the

full meaning of a word or of a group of words.

Indeed, the possibilities of style in and through speech are boundless ; but as yet they are little explored. They certainly both merit and repay exploration.

Cultural Values in Spoken English

Marjorie Gullan

President, The Speech Fellowship

IN a recent discussion on the teaching of poetry in schools¹ an attempt was made to offer some explanation for the average man's attitude to poetry—his indifference to it, and the fact that he regards it as rather beneath his notice as a sensible person. The three specimen lessons given were specially valuable because they were not exaggerated : the first by an earnest and sincere woman teacher of senior girls, whose chief concern was with the meanings of the words in the poem and the precise nature of the metric structure used ; the second by an elocution mistress who concentrated on inducing her pupils to 'paint' the words in the poem in order to impress the judge at a coming gold medal contest ; the third by a master in a public school who made the poetry lesson an occasion for personal witticisms at the expense of his unfortunate boys. In none of the lessons was the poem itself given any value. It was being talked about, and talked about in terms of something else, never approached for its own sake, or trusted to do its work.

One was left with the question : Why teach poetry at all to our children ? If all we can do is to obscure the child's delight in the sound and movement, the images and pattern of language as it is used by the artist in words, and the quickening of imagination and stir of thought that such language can bring about, surely we had better let well alone and not obstruct the free play of the spirit in the child and its natural response to art.

For it is certain that we shall never bring poetry to life by merely talking of its structure, or worse still, by using it as a memory test, or as a speech-training exercise, or by thinking that we have to teach a poem by some specific

method. A poem cannot be 'taught'. It is a recreation of an experience—the keen vivid sensitive experience of the artist—shared by speakers and listeners under such conditions as make that sharing possible—conditions of freedom and equality, and of mutual understanding.

Why is it that this dry-as-dust attitude to poetry has persisted for so long in our schools ?

First, perhaps, because of our profound national distrust of any display of feeling, which has led to our confounding reserve with inhibition, and glorifying both alike, so that we have arrived at the stage of praising our own inability to express feeling.

Next, because of the disbelief inherited from our Puritan ancestors in the value of any intellectual or artistic activity for its own sake, and the disapproval of its pursuit except in the interests of a moral purpose, a disbelief stoutly supported by the wealthy industrialists of a later period, who merely exchanged the moral purpose for that of utility, in terms of commercial success. This governing motive, which has been largely responsible for the emphasis upon education as information rather than as an experience has reacted disastrously upon the arts, and has led to teaching methods suited to the production of 'results', a system fatal to the sense of leisure and the freedom of mind essential to the development of any artistic activity. An obstacle as serious to the enjoyment of poetry for its own sake is the demand so often made by ambitious heads of schools for another kind of result : the public performance of poetry, or class displays for the benefit of a series of visitors.

This emphasis on tangible results has inevitably turned poetry, with all that it has to give

¹ In the British Broadcasting Corporation's series *Well Versed*.

the child, into mere strings of words for memorization or into so much subject matter for written examination. Is it to be wondered at that the anxiety and labour thus involved is in most cases all that remains in the mind of the average person when in later years he hears the word 'poetry'?

A further grave difficulty lies in the fact that every teacher of English is expected to teach poetry. Now as poetry is meant to be spoken the implication is that every teacher of English is capable of interpreting poetry by speaking it. We know, however, that this is far from being the case, and much of the preoccupation with the academic and the purely theoretical approach to poetry comes from the fact that our teachers have had during their years of training no opportunity for the artistic development of their powers in spoken English in all its varied forms—and by that we mean not practice in teaching method, but experience of literature for the teacher herself, through her own speaking of it. If the interpretation of literature becomes recognized as an art, there is no reason why students with natural gifts for interpretation should not be allowed extra time for practice in it, as is the case with music and physical training, nor why a student who has made a special study of the subject in this way should not eventually be given charge of the spoken English throughout the school to which she is appointed.

Such opportunities will come only if the heads of our colleges and universities, and the staffs and students, are convinced that artistic development is of vital importance in education. The guiding of such development will call for tutors who can themselves interpret

prose and poetry, and whose belief in spoken English as an art would govern the relationships between them and their students¹—relationships that would demand a wider and more fearless outlook, a greater freedom from conventional and stereotyped ideas, more keenness of critical faculty, and that enterprise in thought which comes from the free exchange of ideas. The speaking of literature in such a group would be vital and sensitive and as free from self-consciousness as it would be from self-display.

Such an approach to spoken English during her years of training would affect the whole attitude of the student when she came to teach, and her own relationships with her head, her inspectors, her colleagues, and most of all with her pupils. She would carry into her classroom not only enthusiasm for poetry for its own sake, and the power to interpret it, but also that spirit of freedom and friendliness to which she had been used in her own days of study. Such a teacher will not easily be hurried or worried by the bogie of results. She will take her time, but her children will know more poetry in the end than any carefully drilled class will, and they will know it for the only good reason in the world: because they want to—not to please her or the head or the inspector, but for the sake of the thing itself. 'I do nothing without gaiety', said Montaigne, and it is in that spirit of inner gaiety that art, that great activity of the spirit, can best flourish.

¹ In this connection it is significant that in a recent issue of *The New Era* devoted to the subject of Training Colleges, articles appeared from education authorities, from several well-known heads of colleges, from tutors, and also from a student who wrote as representative of the British Students' Congress, all urging a curriculum framed on a wider basis and offering greater freedom to the student in the years of training.

An Outlook on Speech

Barbara Storey

**Author of: 'The Way to Good Speech';
Co-author of: 'A Key to Speech and Song'**

SPEECH is the primary means of communication between a man and his fellows. It is a creative and dynamic force. It is more than its spoken symbols: it holds the essence of man himself, his feeling, thinking, acting self. No matter in what situation speech is used this is its essential purpose: to establish

a highway between human minds along which may freely pass and repass the traffic of human thought. Whatever checks this free passage is inimical to speech, but those checks which operate within the speaker himself, so that thoughts never reach the highway of speech, are greater dangers than those which impede,

but cannot completely check, the traffic already on its way. They are greater dangers because they frustrate the inner life of the speaker and thus impoverish the life of the Society of which he is a part. Thus all efforts to develop speech must first be directed towards developing and freeing thought, towards releasing the speaker from those checks upon utterance imposed by a feeling of inadequacy, of fear of others, of a desire to impress others.

Delight is a solvent of fear and the forerunner of real achievement. Consequently the first task is to encourage delight in speaking and in its corollary listening. A speaker is not complete in himself; he needs the listener. These two are partners in a great enterprise and without the other neither can succeed. To quicken the imagination, arouse interest, stimulate the desire for knowledge and give opportunity for communicating all this to others—and for receiving their response—is the first and fundamental business of all concerned with speech development.

A speaker cannot prove himself except in and through his listeners. In thus proving himself he finds that he has not only an opportunity for saying what he thinks but a responsibility for saying it as well as he possibly can. This realization of his responsibility is the spur to real speech development. The need for clear thinking, for an adequate vocabulary, for vocal control and flexibility becomes apparent, since without these communication is likely to be frustrated. They are tools to be used for a purpose which he understands and which he desires to fulfil. They are no longer conventions imposed on him from without but necessities for his own development.

From his rôle as listener, he learns to respect his audience, to recognize the deadening effect of insincere and artificial utterance. Above all he realizes that when speaker and listener reinforce each other, the whole act of communication reaches a level to which neither can attain alone. Human relationships are of vast importance in a living society, and no scheme for individual development can succeed which is not based on a recognition that men are partners in the business of living and must work together for their mutual good. This is so well-known a truth that it appears trite, yet

failure to apply this truth to schemes for improving speech has led to countless difficulties. Once it is applied, energies will inevitably be directed towards bringing speakers and listeners into harmony with each other, thus creating the situation in which speech can function freely and finely.

Why should good speech be limited to the possession of an adequate accent and a good voice? Why not—if limit there must be—set as the goal the development of the fully harmonious and well-adjusted personality, living in an environment free from all crippling influences, speaking happily out of an experience rich and satisfying? That this cannot be achieved in a generation does not matter; what does matter is that, in moving towards this goal, narrow aims and ignorant prejudices are avoided. However small the progress, it is real progress.

In speech training, as in other matters, it is dangerous to expect specific results and to work to produce them. Such an attitude leads to the imposition of rigid systems, of tricks and short cuts to success. For one who survives such treatment, many fall by the wayside! Yet within every human being is the desire to speak and to respond to others without fear. Recognize and respect this desire and the demand for help in fulfilling it will come from those who feel their need of it. Such help is used because it comes as a response to a felt need. It becomes part of the self, expanding and deepening with experience, until each attains his own high standard, rather than imitating the standard of another.

Every system worthy of attention must rest in and grow out from a philosophy. 'Speech-training' needs such a philosophy to illumine it, to burn away prejudice, carelessness, artificiality and all stultifying influences. Crippled speech, stunted vocabularies, impoverished voices demand not merely criticism, pity, correction; they demand also insight, insight into individual problems, material and spiritual, and constructive action to remove those elements which have hitherto thwarted the free, full development of individual and social life.

Democritus said: 'Speech is the image of life'. To-day the ether resounds with words

until ears are dulled and minds stunned. Speech is being used with a vengeance—what kind of life does it mirror? The old order passes in a storm of propaganda, that one-way traffic in thought which is a travesty of good speech. Spoken words ride out on the breath of destruction, a prelude to disaster. Yet this is but the climax, the inevitable result of certain ways of thought and of living. It is a passing phase, if a terrible one.

What is to come burgeons under the shadow and stretches out towards the sun. Now is the

time to take stock, to determine the life that shall be mirrored in the speech of the future and to plan towards that end. There can be no complete break with the past, no sudden miraculous solving of problems, but vision, born of necessity, can see where foundations are insecure and fabric unequal to demands made upon it. It is in the light of what is determined for the future that present plans must be reshaped, present emphases adjusted to stress new needs, present conventions discarded to permit of new development.

Some Books Recommended by our Contributors

GENERAL

- Ballard, P. B. : **Thought and Language** (U.L.P.).
 Biazini, E. G. : **Education and Society** (Hutchinson).
 Firth, J. R. : **The Tongues of Men** (Watts).
 James, A. L. : **Our Spoken Language** (Nelson).
 King & Ketley : **The Control of Language** (Longmans).
 Malinowski, B. : **The Problem of Meaning in Primitive Languages**—Supplement I to **The Meaning of Meaning** (Ogden & Richards), (Kegan Paul).
 Meldrum, R. : **An English Technique** (Macmillan).
 Richards, I. A. : **Interpretation in Teaching** (Kegan Paul).
 Sampson, G. : **English for the English** (C.U.P.).
 Stebbing, S. : **Thinking to Some Purpose** (Pelican Press).

SPEECH DEVELOPMENT

- Barnard, E. : **Echo and Refrain Songs** (Staines & Bell).
 " **New Nursery Jingles** (Curwen).
 Barnard & Davies : **Playing without Sounds** (Curwen).
 de la Mare, W. : **Songs of Childhood** (Longmans).
 " **Peacock Pie** (Faber & Faber).
 Elliott & Currey : **Language Teaching in African Schools** (Longmans). Part I on **The Vernacular** refers to the kind of speech used by the African child at home.
 Lewis, M. M. : **Infant Speech** (Kegan Paul).
 Lindsay, M. : **More Stories to Tell** (Harrap).
 Piaget, Jean : **The Language and Thought of the Child** (Kegan Paul).
 Rattray, R. S. : **The African Child in Proverb and Folklore and Fact**. Africa, Vol. 6.
 Raum, O. F. : **Chaga Childhood** (O.U.P.).
 Seth & Guthrie : **Speech in Childhood** (O.U.P.).

SPEECH DEFECTS

- Appelt, A. : **Stammering and its Permanent Cure** (Methuen).
 Bluemel, G. S. : **The Troubled Mind** (Bailliere).

- Boome, Baines & Harries : **Abnormal Speech** (Methuen).
 Burt, C. : **The Backward Child**, Chapter XI (U.L.P.).
 Eisenson, J. : **The Psychology of Speech** (Harrap).
 Ewing, A.W.G. & I.R. : **The Handicap of Deafness** (Longmans).
 Ewing, I. R. : **Lipreading** (M.U.P.).
 McAllister, A. H. : **Clinical Studies in Speech Therapy** (U.L.P.).
 Pear, T. H. : **The Psychology of Effective Speaking** (Kegan Paul).

SPEECH TRAINING IN THE SCHOOL

- Ballard, P. B. : **Teaching and Testing English** (U.L.P.).
 Bennett, R. : **First Steps in Speech Training**, (U.L.P.).
 " **Practical Speech Training for Schools** (U.L.P.).
 Compton, J. (Ed.) : **Spoken English ; Its Practice in Schools and Training Colleges** (Methuen).
 King, H. : **Speech Training for Infants** (Nelson).
 McAllister, A. H. : **Speech Training in the Primary School** (U.L.P.).
 " **The Primary Teacher's Guide to Speech Training** (U.L.P.).
 Parrish, W. M. : **The Teacher's Speech** (Harper & Bros., New York).
 Serjeant, F. I. (Ed.) : **The Child under Eight at School**, Vol. 3 Gresham).
 Storey, B. : **The Way to Good Speech** (Nelson).
 Ward, I. : **The Phonetics of English** (Heffer).

VERSE SPEAKING

- Gullan, M. : **Spoken Poetry in the School** (Methuen).
 Gullan & Gurrey : **Poetry Speaking for Children** (Methuen).
 Serjeant, F. I. (Ed.) : **The Child under Eight at School**, Vol. 3 (Gresham).
 Swann, M. : **An Approach to Choral Speech** (Gerald Howe).

National Froebel Foundation Conference

When everyone is working to capacity towards a present single end it is difficult even to think of planning for the future. But it is short-sighted policy to be ill-prepared for peace. The present upheavals have shown up many weak spots in our educational system, and it is quite definite that important changes will take place. We must not, through inertia, miss the chance of insisting on educational reforms ; we must have a policy to put forward, and all those who are educating the future generation should have a voice in helping to frame this policy.

The National Froebel Foundation is holding a Conference from September 12th-15th at Knebworth

House, the historic home of the Earls of Lytton, now occupied by the Froebel Educational Institute whose Principal, Miss Jebb, will be hostess. The Conference is open to all parents, teachers, social and clinical workers. There will be lectures by well-known educationists and short talks by those working in widely varying ways with young children. It is hoped that members will put forward their own problems.

Come and take part in the Conference and enjoy the peaceful surroundings and beautiful gardens at Knebworth.

New Education Fellowship News

Address

Following the destruction of our offices the address of the International N.E.F. will for the present be c/o Miss Soper, 4 Highview, Gomshall, Guildford, Surrey; and that of the English Section c/o Mr. V. Ogilvie, 162 Westbourne Grove, London, W.11 (Telephone: Bayswater 5279).

8th International Conference

Twenty years ago the 1st International Conference of the N.E.F. was held at Calais. At intervals there followed Montreux, Heidelberg, Locarno, Elsinore, Nice and Cheltenham. On July 6th the 8th Conference in this succession will open at Ann Arbor, Michigan, U.S.A.

For the time being the Old World is out of it. We in Europe can only study the programme rather longingly, recall memories of past gatherings, and look ahead to the time when we shall be able to take our part once more. It is with their eyes on the tragedy of Europe that our American friends have called together educationists of many countries to discuss *Education in a World of Nations*. In Harold Rugg's words, 'it becomes our obligation and privilege in America to carry on the New Education Fellowship's great tradition of international conference'. And splendidly it is being done. To read through the programme is to be transported to that atmosphere of humanity and fellowship which we have known and which we shall know again. Not only do the names of speakers remind us of the cause for which we have stood together, but the International Teas, the International Exhibition of Children's Art, and the International Festival of Folk Dance symbolize our faith that the world of nations is also the world of men.

The Progressive Education Association has organized this great Conference in co-operation with N.E.F. members in other parts of the Americas. There will be participants from Canada and Mexico

and the South American countries, as well as from China. Europe will not be unrepresented, for among the speakers are some who have sought in the New World the freedom which was lost in their homelands. There is Thomas Mann, standing for the noble traditions which the present rulers of Germany are bent on destroying, and our friends Fritz Redl and Reinhold Schairer. It had been hoped, too, that Laurin Zilliacus, Chairman of the N.E.F., would be there. Indeed he was on his way from Finland when the course of events led him to turn back.

The Government of the United States has shown a very real interest in the Conference by making a special grant to bring delegates from South America, and among the speakers is the Hon. Henry A. Wallace, Vice-President of the U.S.A. Important bodies, including the Carnegie Corporation, have also given generous aid. It is evident that the Conference will be an event of significance to all who are seeking to strengthen and develop that one form of polity which is truly educational—democracy. The main sessions will deal with the wide educational issues that face the democratic world, both east and west: the creation of an international and domestic order worthy of the heights which the human spirit has touched. The details will be the subject-matter of an impressive array of lecture-seminars, study groups and 'workshops'.

The advance programme is prefaced by a message from John Dewey, which was reproduced in the June *New Era*. The proceedings of the Conference are planned to amplify that message, which holds good for the entire world. 'A new social order must be built and a new type of education must be worked out as an integral part of the construction of an inclusive human order.' 'There was never a time when the words *New Education* and *Fellowship* were as significant in what they stand for as they are to-day.'

Central Association for Mental Welfare

The Central Association for Mental Welfare is holding a residential course for teachers of all types of retarded children, at St. Luke's College, Exeter, from 29th August to 12th September inclusive. The Course will be directed to the problems of teachers involved in the disorganization arising out of evacuation. No part of it, however, will be unsuited to the needs of ordinary classes and it is designed to give practical help to teachers working under war-time conditions. The subjects will be: The organization into teaching units of children of unknown attainments by standard tests of attainment; Modifications of the Curriculum designed to meet new conditions; The difficult, delinquent or otherwise maladjusted child as a problem at home, in school, or in billet. Visits of observation will be arranged as far as transport and war conditions allow.

St. Luke's College stands in its own grounds, near to sea and moor, and has its own grass tennis courts and heated swimming baths. Most of the rooms have running hot and cold water. The cost of accommodation will be £3 3s. per week and the tutorial fee £4 4s., of which 4/- is payable at time of registration and should accompany application.

The Central Association for Mental Welfare has organized such training courses since 1918 with the approval of the Board of Education, and acting as their agents, and it is desired that the continuity should not be broken by the war. Therefore this Course has been planned on the lines of the Elementary Course previously organized for the Board. It is hoped that Local Authorities will see their way to assist teachers from their areas requiring financial aid to attend, and the Board of Education have

indicated that assistance so provided will be recognized for grant by them under the Higher Education Grant Regulations.

Application for entrance should be made to the Educational Secretary, Central Association for Mental Welfare, 24 Buckingham Palace Road, London, S.W.1, not later than 12th July, 1941. As the holding of the Course is contingent on sufficient applications being received, it is earnestly requested that teachers wishing to attend get in

touch with the Association immediately. Applicants should state their professional qualifications, the Authority employing them, the post they hold mentioning specially the type of school and any previous Courses attended.

Lectures and classes will be taken by Dr. Mildred Creak, Miss Lucy G. Fildes, Miss Ruth Thomas, and Miss Smith. Practical classes and discussion of practical problems will have a place on the syllabus.

Book Reviews

Review of Education in Australia, 1939.

*Edited by K. S. Cunningham and J. J. Pratt.
(Melbourne University Press, 8/6.)*

The title of this book does not give a fair indication of either its readability or its value to those who look to education to achieve the temper of democracy. One expects a formidable array of facts and statistics. The statistics are there but carefully disciplined and corralled into a chapter by themselves. The main value of the book lies in the success with which general principles of educational change are emphasized and the particular features of the Australian situation judged in the light of them. It is this feature that will make the book of value to all who are interested in new developments in education.

The book is well planned and well illustrated. The first part, which will be of most interest to the general reader, is an account of changes in educational structure and method. The second part contains specialist articles on administration, agricultural education, and the education of the physically and mentally handicapped. One factor in the Australian situation is reflected in the book to its disadvantage: interesting material is too frequently collected under the heading of contributions from each of the six States of the Commonwealth instead of under topic headings. This makes for tediousness of reading. It is perhaps an inevitable reflection of the lack of unified commonwealth control in Australian education.

Amongst many interesting new developments described a few justify special mention. There is a most valuable description of a Commonwealth Committee on Youth Employment set up to collect data to show 'the relationship between length of education and permanence and level of employment; the adequacy of the present facilities for vocational or pre-vocational courses in meeting the requirements of the various fields of employment; the extent to which pupils with a given form of training enter occupations for which their training does not prepare them; the value of such vocational guidance as can be given in schools'. The methods and findings of this Committee are bound to be of significance outside Australia.

The description of an experiment in Victoria, involving a careful study of each pupil at the sixth-grade standard so that he may be guided as wisely as possible in his future schooling, is of value to

English educationists who are anxious to see some reform in the machinery of transfer from primary to post-primary schools.

In Adult Education there has been a development of the discussion group technique in Western Australia made possible as a result of the preparation by the staff of the University of Western Australia of sets of books and notes in such subjects of study as drama, parent education, and international affairs. There is a lack in England of precisely such discussion group material.

For too many years the whole area of secondary education in Australia, as in England, has been too much subordinated to the School Leaving Examination. Experiments were begun some years ago in Victoria by which heads of secondary schools themselves granted certificates on the work done in the school. The University of Melbourne accepted such privately accredited students and over a short period it was found that these students showed better university records than those who matriculated in the ordinary way. But the scope of the experiment was very limited. Now in Tasmania examinations have been replaced by a much more comprehensive plan of student assessment and there has been a general liberalization of the secondary school curriculum as a result.

Perhaps the most striking experiment has been the establishment in each capital city of Australia of a Lady Gowrie Child Centre 'to demonstrate an ideal programme for the promotion of the physical, mental and social development of the pre-school child, for parent education in child care, and to serve as laboratories in which research in physical growth and educational guidance can be conducted'. Although the centres have been designed as model centres, the standards are not designed to be higher than could be reproduced by other individuals or organizations becoming convinced of the need for this work as a result of the example of the Lady Gowrie experiment.

Of the specialist chapters the one dealing with Administration is of outstanding merit. The Australian people never consciously chose educational centralization as an administrative ideal. But until recently they have accepted it with considerable complacency. Mr. Cunningham in this chapter discusses very ably the advantages and disadvantages that follow from the centralized form of educational administration in the separate States of the

Commonwealth. He concludes that it is the most potent reason for the relative absence in Australia of any evidence of long-term educational planning. He makes it clear, too, that Australian complacency has begun to be shaken. He describes those straws which show how the wind is blowing. A time will finally come when the rigid structure of educational administration will crack beneath the weight of these new demands being made upon it. When that happens an annual review of education in Australia will be a more exciting document than it is at present, but it can hardly be more effective in its descriptive merit than the review for 1939.

B. A. Fletcher

Advisory Bodies. A Study of their Uses in Relation to Central Government, 1919-1939. Edited by R. V. Vernon and N. Mansbergh. (Allen and Unwin, 18s.)

The contemporary challenge to democracy is in part a challenge to devise machinery through which the democratic principle can express itself in a mass society. Many of our institutions and techniques belong to an age when the population was much smaller, the balance of forces different, and the modern instruments of communication and influence non-existent. We have for long been troubled at the spectacle of Parliament struggling against time to cope with the mounting volume of business put before it. To facilitate decision power has been concentrated in the hands of the executive or of permanent officials in ways which seem, at least, to remove government of the people further and further from the people. Seeing this, and the ways in which the machinery of popular representation has passed increasingly into the control of party managers, John Citizen has become dangerously disillusioned about his ability to influence the decisions that are taken in his name.

The solution cannot be to abandon the principle of democracy. We must, instead, evolve new techniques which will preserve or reinstate that principle at a higher level of efficiency. Nothing could be more timely than the very thorough and candid study which the Oxford University Politics Research Committee has produced of one device: the Advisory Body. Detailed technical inquiry into specific problems, if it is as ably conducted as this one, is the most valuable service that the thinkers of democracy can undertake at the present moment. And let no one be scared by the word 'technical'. This book is so fascinating that the reader will hardly be able to lay it aside.

Advisory Bodies, composed of persons who are neither ministers nor civil servants, constitute a notable supplement to our traditional machinery of government. They have the advantages, not only of enlisting experts and independent minds capable of looking ahead, but of freshening the official atmosphere by opening windows to the outside world. They make possible a quicker and surer

impact of public opinion, particularly when an active and informed movement of opinion is pushing towards legislation. 'Radical changes,' as Sir Arthur Salter says in his Preface, 'are usually initiated from outside the Government service, and, on all the more complicated social and economic problems, exploration by a Royal Commission is the usual preliminary to legislative action.' But this temporary and limited function is only one type. More permanent bodies are also created to help officials in administration. Here, too, contact with the public is one of their possible advantages. They can lubricate relations between the public and the officials and they can enable interested organizations, such as Trade Unions, to contribute their first-hand experience before, instead of after, mistakes have queered the pitch.

The attitude of ministers and officials to Advisory Bodies varies. There are times when a Department wants nothing more from them than some assistance in putting its own policy over on the public! The history of the use made of them by various Departments of government is full of instruction, and the authors of this book draw some useful lessons from their record of success and failure.

To educationists Mr. John Graves's illuminating account of what the Board of Education has made of them will be the most exciting chapter. It is very valuable both as a contribution to the history of English education and as a critical study of its administration. The Board, it is interesting to learn, is held up to other Departments as a model in the use of Advisory Bodies, and the Consultative Committee appears as the shining example of success among the many unprofitable standing committees with 'general advisory functions'. That we owe much to the Board's committees is clear. It is also clear that we should be a good deal better off if so many of their recommendations had not been left on the shelf—the report on *Books in Public Elementary Schools* (1928), for instance, or the proposals of the Science Museum Advisory Council. Had the story of the Central J.O.C. been different, we might not be floundering to-day over the youth problem.

Stories like these emphasize the gap between recommendation and action. But it is not only the Government, the Treasury or the recalcitrant official that has delayed action. Published recommendations are addressed also to the wider public, whose enthusiasm may or may not be aroused. Mr. Graves has some good remarks on the style and format of reports (one has often wished that the Hadow and Spens Reports looked jollier and on the publicity needed to engage general interest.

Whether or not the proper use of Advisory Bodies is the right answer of representative democracy to the challenge of the Corporative State, as Sir Arthur Salter claims, they have at least revealed potentialities which deserve further exploration, and set an example which should encourage experiment with other expedients outside the textbook framework of government.

V. Ogilvie

SCIENTIFIC BOOKS

Catalogues post free on application

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.

136 GOWER ST., LONDON, W.C.1

Telephone : EUSton 4282 (5 lines)

Speech Training for the Deaf Child, by Sylvian M. Martin. (Allen & Unwin, 5/-.)

This short volume is an attempt by a speech therapist to enable parents of very young deaf children to teach the latter the elements of speech. It is a sincere attempt to achieve the impossible.

That a speech therapist should feel competent to deal with this highly specialized work is surprising, but that she should go further still, and with the minimum of somewhat confusing information on the mechanism of speech urge completely unqualified people to take on this hazardous task is truly alarming. Teaching the deaf is a special branch of education requiring particular gifts of sympathetic understanding and patience, together with sound theoretical knowledge and practical experience. Teaching the deaf child to *speak* is one of the hardest tasks a teacher, armed even with the foregoing attributes has to encounter. The situation would be considerably worsened if she had to deal with children of five who through a period of two years or longer had acquired incorrect speech habits.

The book is divided into two sections, the first dealing with the totally deaf child, the second with the partially hearing. The early chapters are written with understanding: dumbness is a natural corollary of deafness. A normal child speaks in imitation of heard sounds; the deaf child hearing no sounds is dumb until he is helped through the remaining senses to produce speech.

The method by which Miss Martin would inculcate this necessary speech is an analytic one completely contrary to the modern approach to this subject. Speech, if it is to be alive and purposeful and part of the child's being, must have meaning and must fill his needs at any particular stage of mental growth. Realization of speech as a means—the means for the human race—of communication and understanding is completely ignored; yet surely this is the foundation of speech training, the rock on which to build through impression to expression. The hearing child receives numberless sound-impressions through his ear before he is able to speak; the deaf child needs to be given those impressions repeatedly through his eyes, and his interests must be the teacher's guide if any worthwhile progress is to be achieved.

The second section of the book deals with the partially hearing, and here again Miss Martin ignores current thought on the subject. Much research over a period of years has gone to this particular problem. The Report of the Committee of Enquiry into Problems Relating to Children with Defective Hearing examines thoroughly the question of residual hearing. The late Dr. Phyllis Kerridge, Dr. and Mrs. Ewing, Dr. T. S. Littler and others have done much in the development of aural aids for the use of such children. In many schools in this country these aids are used in individual and classroom teaching, and are as they should be, in the hands of qualified teachers of the deaf with special knowledge of how to deal with them. Is Miss Martin aware of these things?

Deaf children from the age of two are provided for in recognized schools for the deaf: it would seem that there is the place where the special speech training necessary to their full development should be received, failing the possibility of a fully-qualified teacher of the deaf as governess.

May Elliot

Stammering, by Winifred Kingdon Ward, M.S.S.T. (Hamish Hamilton, 15/-.)

Miss Kingdon Ward sets out with the expressed aim of supplying a textbook for students, and such a book from one of her experience and undoubted knowledge would have been an excellent contribution to contemporary literature on Stammering. Actually, however, the author has collected a vast amount of material culled from obviously extensive reading and endeavoured to collate it in her present book. While the result is hardly suited to student requirements it should furnish interesting reading and should afford scope for professional discussions.

While the tone of the whole book is an amazing admixture of tentative suggestion and sheer dogmatism, its real defect lies in its unscientific approach: there is an insufficient marshalling of facts, and case histories, which are always an asset in a book which sets out to teach, are scanty in number and sketchy in outline. As far as treatment is concerned one is forced to decide from the examples she offers that Miss Kingdon Ward is trying to claim scientific validity for a technique, a large part of which,

LARGE DEPT. FOR EDUCATIONAL BOOKS

F O Y L E S

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB! Members buy Books published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone : Gerrard 5660 (16 lines)

though presumably admirable in itself, is based on her personal gifts of intuition and insight rather than on scientific findings. On the other hand, the book is important if only by reason of the points the author has stressed—the chapters on actiology give an all too necessary emphasis to the complexity of causation and one is glad to find her contributing to a theory of predisposition. But Miss Kingdon Ward like the majority of writers on this subject, neglects almost entirely the educational factor involved: in a book which is so comprehensive in its aim this defect is at once unpardonable and unscientific.

Had the author set down a definite thesis and confined herself to its amplification and proof she could have produced a welcome addition to current bibliography of Stammering; as it is she has merely taken her readers sailing on a sea of notes and eventually landed them on a somewhat stony and unfruitful shore.

Randal Keane

An Experiment in School Music-making,
by *Vernon Griffiths*. (New Zealand Council
for Educational Research. O.U.P. Price 6/-.)

Though not a large book, Dr. Griffiths has combined so much sound philosophy of the rightful place of music in any educational scheme with great wisdom regarding the actual presentation of it to children not yet 'converted' and thorough-going practical details of time-tables, finance, school concert programmes and graded lists of vocal and instrumental works, that it is difficult to do justice to the book in a short review. If you are interested in the possibilities of music in school, buy this book, for even though you may not need the practical information it offers, you cannot fail to be stimulated and encouraged by the 'faith accompanied by works' which emerges from every page. The book describes an experiment carried out in the Dunedin Technical School from 1933 to the present time and the publication of this report was made possible by funds granted by the Carnegie Corporation of New York. At a time when musicians in this country are faced with many difficulties and there is a tendency to 'cut down' many musical activities on account of expense, it is good to know that such a grand piece of educational research has been possible in New Zealand. Dr. Griffiths stresses the valuable social experience to be gained from group music-making and he brings sound commonsense to bear on the question of the teaching of musical appreciation, which should grow naturally out of the individual's own experience in 'making music', *i.e.* active participation in singing, playing an instrument, learning to read notation, rather than passive listening. . . . 'Through activity in music, through first-hand experience, comes a deeper penetration in listening. . . . Whoever has tried to interpret a piece will get the most from hearing it performed. The one act amplifies the other. That is why amateur musicians make the keenest concert-goers.'

M. A. C.

Special Place Examinations: The Report
of an investigation by a joint committee of
the West Riding Teachers' Association and
the West Yorkshire County Association of
the National Union of Teachers. (*University
of London Press.*)

Every year, in each educational area in the country, some form of drag-net is drawn through the sea of primary school children. The way and the number of times the net is dragged, the size and evenness of the meshes, and the fatness of the little fish in the sea, all help to determine the haul. Unlike most fishermen those who handle these nets seem more eager to exclude than to include, and unlike most fish these little fish seem more anxious to be caught than to escape—so much so that some are artificially fattened to increase their chance of being caught. But the number of fish the net can hold is severely limited and while many are called, few are chosen.

The chosen few are given a pool of their own with special fare. From the social standpoint we are not concerned with the greater security and well-being which the chosen few may hope for compared with the many. We are concerned with what those few have to give, to justify their preferential treatment, with whether in fact they will give it, and with whether any who were left behind might have given as much or more. We cannot here raise the question of the need for any such distinction to be drawn at all. The fish, the sea and the pools are there and we have to make what we can of them.

Abandoning metaphor it is fairly safe to assert that few thoughtful examiners can be entirely satisfied that the existing forms of Special Place Examinations are fully succeeding in their task. Many must have grave misgivings. This investigation is particularly welcome in the light it throws on the problem, though no one would claim that it solves it.

By what criterion should any system of selection be judged? These investigators adopted the order of merit drawn up by the head of the junior school, but it is admitted that success in the secondary school is a better criterion—but again, what is the criterion of success? The School Certificate result? Heaven forbid. It may further be urged that ultimately success in after-life is the only criterion. But is this success to be judged individually or socially? And when? Many regarded Mussolini as a success until recently.

Such an investigation as this must inevitably take for granted many problems of valuation. Within the limits of its assumptions the Report makes a number of recommendations whose adoption would remove the more obvious defects of the present system, *e.g.* the unreliability of a single examination, anomalies due to position in the age-range, adverse effect of the examination on the junior school curriculum, neglect of the child's school record, and so on. The recommendation to set up a 'Junior School' sub-committee to consider, and report on, questions of ideals and aims, curricula and time-

table, teaching methods and technique, of the junior school, is noteworthy.

The examination papers used in the enquiry were prepared by Miss J. B. Thomson Davies and Miss G. A. Jones. The enquiry was supervised by Professor Godfrey Thomson. The Report is an important contribution to the literature on Special Place Examinations. It is to be hoped that it will stimulate research on the all-important question of criteria.

G. P. Meredith

The Moral Paradox of Peace and War
(Conway Memorial Lecture), by Prof. J. C. Flugel, D.Sc. (Watts & Co., 1/-.)

In this Conway Lecture Professor Flugel lists and discusses a number of contributory causes of war. He starts with love of adventure and also the sense of at-one-ness, the comradeship and singleness of purpose, which can be experienced by those who share the adventure together.

Going a little deeper, he points out that war makes people conscious of their group, it presupposes a common purpose between people of a group. Benefits include the ability of the individual to feel he is needed. There are also the various ways in which war diverts anger: for instance, every boy has to deal with the problem of his anger with his father, and war gives him an alternative target.

To fight, an individual must feel identified with his country's cause, but there is in Professor Flugel's opinion, regression in the handing over of conscience to external authority. This is bound up with the fact that there is an actual change in the content of morality in war, killing being permitted under certain conditions. The straightforward enjoyment of cruelty cannot be ignored, and this is felt to be permitted because of the suffering experienced or liable to be experienced.

In discussing totalitarianism, Professor Flugel points out that it does achieve integration, which is something that has value. But if the political aim is a 'definite coherent heterogeneity' it is clear that heterogeneity is not catered for in the totalitarian regime.

Professor Flugel feels that one aim should be to find some alternative to killing humans while retaining the integrating virtue which at present belongs largely to war. He sees some hope in the fact that nature is something to be fought and that if people were kept more closely in touch with the fight with nature, they might avoid fighting each other. In the reviewer's opinion such a solution, which might have practical value at a certain place and at a certain time, has but little scientific value. The trouble is, perhaps, that the lecture starts, as so many studies of war do, with the aim of discovering a solution to the problem of war. This is unscientific in itself. Perhaps there is no solution. 'If I were going there I should not start from here', as the man said in the well-known story. It is very unlikely, however, that any investigation which sets out to find a way to end war will get far in the understanding of it. It must be admitted that Professor

Flugel does mention the fact that war might turn out to be the only true integrator.

What surprises the reviewer, who knows Professor Flugel's valuable contribution to psychology, is that so little is made in the Lecture of the concept of the unconscious both as a factor making for difficulty in rational statement and also as something implying repression, and therefore instability, and a general tendency for the periodical return of what is repressed (greed, hate, destructiveness, cruelty, and so on). There is now a wide public not only able to hear of the importance of the unconscious, but also able to criticize any psychological theory which fails to give it pre-eminence.

D. W. Winnicott

Directory of Schools

ROCKLANDS SCHOOL

Co-educational, Boarding and Day, Aged 4-17

ROCKLANDS SCHOOL has now been a year at Carbis Bay, Cornwall, where it occupies fine premises, 250 feet up, overlooking the bathing sands of Carbis Bay. Family atmosphere. Modern dietary, meat and vegetarian. Individual, active methods with high academic standard. Fees £100 a year inclusive of dancing.

Application to the Headmaster: **W. T. R. RAWSON**
(B.A., Hons. Camb.), Rocklands, Carbis Bay,
Cornwall. Phone: St. Ives 414.

BADMINTON SCHOOL (BRISTOL)

at Lynmouth, N. Devon.

Junior School 5 to 11 years

Senior School 12 to 19 years

The School is situated in beautiful and peaceful surroundings where the girls are able to enjoy an open-air life. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

Directory of Schools

SCHOOLS

BELONGING TO THE

SOCIETY OF FRIENDS (QUAKERS) IN GREAT BRITAIN

Boys' Secondary Boarding Schools

	Nos.	Ages	Non-Friend Fees
Ackworth School, nr. Pontefract	195	9-18	£120
Ackworth—Separate Junior House for Younger Boys.			
Bootham School, York	144	12-19	£165
Leighton Park School, Reading	150	13-19	£189
Leighton Park Junior School	50	8-13	£136

Girls' Secondary Boarding Schools

Ackworth School, nr. Pontefract	165	9-18	£120
The Mount School, York	119	12-19	£153

Co-educational Secondary Boarding Schools

Friends' School, Gt. Ayton, Yorkshire	171	9-17	£90
Friends' School, Saffron Walden, Essex	220	10-18	£99
Friends' School, Saffron Walden (Junior School)	30	7-10	£99
Sidcot School, Winscombe, Somerset	200	10-18	£141
Friends' School, Wigton, Cumberland	125	10-17	£91

Co-educational 'Modern' Boarding School

Sibford School, nr. Banbury, Oxon.	158	10-17	£87
--	-----	-------	-----

Apply direct to the School, or to

The Secretary, Friends' Education Council, Friends House, Euston Road, London, N.W.1

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

Directory of Schools—continued

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

BURGESS HILL SCHOOL

REDHURST, CRANLEIGH,
SURREY

*Boys and girls day and
boarding from 5 to 14*

The school moved from Hampstead at the outbreak of war, and is now thoroughly adapted for boarders in the country.

Special emphasis on art, music, workshop and creative activities besides the usual academic subjects.

Fees £100—£120 a year.

ANTHONY WEAVER, B.A.

KENNETH ALLOTT, B.A., B.Litt., D.Th.P.T.

BEDALES SCHOOL

PETERSFIELD HANTS (*Founded 1893*)

A Co-educational Boarding School for boys and girls from 11–19. Separate Junior School for those from 5–11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

BRYANSTON SCHOOL

BLANDFORD, DORSET

Headmaster : T. F. COADE, M.A.

SEVEN SCHOLARSHIPS (£80-£30), including a MUSIC SCHOLARSHIP (£40) and SOME COMPETITIVE BURSARIES value £50 will be offered in May 1942. Awards tenable for four years. Boys should be under 14 on June 1st.

Fees 155 guineas per annum, inclusive

Full particulars from the Headmaster.

KING ALFRED SCHOOL

NOW AT

Flint Hall Farm, Royston,
Herts.

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

MALTMAN'S GREEN GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

Directory of Schools—continued

ST. CHRISTOPHER SCHOOL, LETCHWORTH

Those who would like to know about the educational way of life which is being developed by this community of some 240 boys and girls and 40 adults are invited to communicate with the Principals.

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari

All further particulars from the Headmaster

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : Miss MARGARET LEE, M.A. (Oxon.)

Late University Tutor in English.

Vice Principal : Miss E. M. SNODGRASS, B.A. (Oxon.)

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :

JANET JEWSON, M.A., N.F.U.

LONG DENE SCHOOL

THE MANOR HOUSE STOKES PARK

BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster :

JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' Boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age of admission.

WENNINGTON HALL

via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls ; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees : £90-£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.

(Tel. : Hornby 266.)

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

MONKTON WYLD SCHOOL NEAR CHARMOUTH DORSET

Principals : Eleanor Urban, M.A. ; Humphrey Swinger, M.A.

**A new progressive School for boys
and girls from 3-18 years. Secluded
position. Produce from Home Farm.**

P R O S P E C T U S F R O M T H E S E C R E T A R Y

BEVERLEY SCHOOL **CLUNES LODGE, near BLAIR ATHOLL,** **Perthshire**

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 9) also received.

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

CRANEMOOR COLLEGE **CHRISTCHURCH HAMPSHIRE**

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

THE SCHOOL COMMUNITY, Alderwood, **Greenham Common, near Newbury,**

is a small community where grownups and children are fellow learners, sharing experience in home, school, garden. Safe area. Vegetarian, food reform, increasingly own produce. Present age limits 4-12. Moderate fees.

FROEBEL PREPARATORY SCHOOL **Little Gaddesden, Herts.**

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT **and** **FELCOURT SCHOOLS,** **EAST GRINSTED, SUSSEX,**

are founded on the Montessori idea and aim to
create the happy free atmosphere of a real home.

Particulars from the Principal

MOORLAND SCHOOL **THE BIGGINS, KIRKBY LONSDALE**

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A. ; AGNES E. CRANE.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16.

Emphasis on languages.

Modern dietary.

Mrs. E. PAUL, Ph.D.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

CHILDREN'S FARM, Romansleigh, N. Devon

for girls and boys from 3-13, provides good progressive education in untroubled countryside. Froebel methods, well qualified staff. Riding, animal care, crafts.

Mrs. FALKNER, B.A.

Directory of Schools—continued

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 29 TAVISTOCK SQUARE, LONDON, W.C.1.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress: Miss Warr.

NURSERY HOME. Berks., country. Ideal home life for young children in peaceful atmosphere with skilled care. Large garden, orchard. Dancing, riding available. Fees from 3 guineas weekly. Miss Douglas, Lane End, Beenham.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply Principals.*

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL,** now at **SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls. Preparatory for boys and girls 4-10. Boarding and Day.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

ST. CHRISTOPHER'S, Great Missenden, Bucks. Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. *Apply Principal.*

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organizing experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

REQUIRED for autumn term, qualified teachers for junior and nursery class at Children's Farm, Romansleigh, N. Devon. Man and wife with own child would suit. School is progressive but believes in courtesy and some discipline.

junior subjects, handicrafts, art, games. Enthusiastic worker, 1½ years experience. Moderate salary accepted for suitable post. Write Box 230.

SCHOOLMASTER, 21, exempt objector, seeks post in progressive school September. General

SCHOOLMASTER (41) seeks post in progressive school; not less than £60 a term considered: scholar of Eton, B.A.Oxon. Box 231.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams: CHISWICK 6011

Annual Post Subscription: 8s. (\$2.50). Single Copy 6d. (8d. post free); 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR
PRICE 1/-

SEPTEMBER-OCTOBER 1941

Assistant Editor—P. VOLKOV
Volume 22, Number 8

AGES OF TRANSFERENCE

	Page
NOW AND TOMORROW—VII: SPEECH IN FELLOWSHIP AND COMMUNITY J. R. Firth	185
AGES OF TRANSFERENCE H. G. Stead	190
EDUCATIONAL IMPLICATIONS..... F. J. Schonell	194
A NOTE ON THE EXPLORATORY YEARS Fred Clarke	198
WHAT AFTER THIRTEEN?..... J. A. Lauwerys	200
IN THE TRAINING COLLEGES..... E. M. Williams	207
NEW EDUCATION FELLOWSHIP OXFORD CONFERENCE.....	211
BOOK REVIEWS	213

Speech in Fellowship and Community

J. R. Firth

Reader in Linguistics, School of Oriental and
African Studies, University of London

THE notions people have of the use of speech and language are usually in harmony with prevailing religious and political thought. And so until comparatively recently we have been accustomed to say that language is what a man thinks with, and is the means by which the individual expresses himself and communicates his thoughts to others. We have erred and strayed in false psychologies and taught a whole generation to believe in the self-expression and advancement of the individual as a supreme good.

We are now beginning to return to ancient wisdom and to say that 'human nature is

society', that 'man is the fellow who speaks'. The emphasis is on society and fellowship. Let us take up this more social philosophy afresh, renew it and apply it, and get people accustomed to the notion that in everyday life we generally say what the other fellow expects us one way or the other to say, and that this expectancy is the measure even of our most delightful surprises. To the over-ambitious let us repeat the story of Babel. A curse fell upon those who sought to build towers reaching unto heaven, for if left 'free', nothing would be restrained from them which they had imagined to do. Let us remind the blithe spirits, the

scorners of the ground, soaring higher still and higher, of the people down below, of social service as the highest good.

Apply to speech and language, Rousseau's famous sentence: 'Man is born free and is everywhere in chains'. The bonds of family, neighbourhood, class, occupation, country and religion are knit by speech and language. We take eagerly to the magic of language because only by apprenticeship to it can we be admitted to association, fellowship and community in our social organization, which ministers to our needs and gives us what we want or what we deserve. Our studies of speech and language and indeed our whole educational methodology have been dominated far too much by psychology and logic. In this field, psychology can be a nuisance. Individual psychology tends to emphasize a kind of experience which is incommunicable and often enough socially irrelevant. 'Social' psychology is apt to be nonsense. Logic has given us bad grammar and taken the heart out of language.

And so we return to the title of the article and the opening paragraphs which seek to link language studies with social human nature, with fellowship, with community. Sociological linguistics has little to do with the 'thoughts' of the individual speaker, still less with his individual speech sounds as they really are, or as they would be shown by an oscillograph. It is not a science of human beings as separate natural entities in their psycho-biological characters, but as active participators in the creation and maintenance of cultural systems. Eton and Wigan, Winnipeg and Bloomsbury!

Let us therefore direct our linguistic education in accordance with studies of social activities, social tendencies, social attitudes, and to the cultural systems into which our children are born, and which they themselves help to construct and maintain in function or indeed change as they go through life. This will apply to the various forms of speech they learn as they are progressively incorporated into their social organization. The various forms of local and familiar speech are themselves cultural systems, the elements of which are values to the people, who by continuing to give utterance to them, maintain them or modify them by their activity. They are not to be measured by

values in other cultural systems, such as those of the A.B.C. or the B.B.C. And they do not necessarily conflict with those values. They may be lesser values, they are different values, perhaps complementary values.

Here it is important to distinguish between what may be termed speech fellowship and language community. This distinction corresponds in some degree to that between speech and language, so commonly made in modern linguistics. The speech of those whose sounds, intonation, grammar, idiom, usage are similar and have similar function, is a fellowship of complete understanding and a sharing of common experience. A speech fellowship sees itself and hears itself as different from those who do not belong. Such speech besides being a bond among the fellows is also a bar to the outsider. Many local dialects and regional forms of spoken English as well as the accents of the big public schools are speech fellowships.

Members of various speech fellowships may, however, belong to larger speech or language communities without conflict of values. Both cultural systems and sets of values must be respected. The values of one system may sometimes be negative or irrelevant with respect to the other. The vast enterprises of the English-speaking world could go on without what is erroneously described as the Oxford accent. That is not to say that Oxford could maintain its present cultural system without a speech fellowship as well as a language community.

In teaching the standard language and foreign languages there is little value in learning to manipulate grammatical mechanisms. Children learn the speech of their fellowships in social practice. From infancy they make the fullest use of the magical power of their voices to get what they want. They learn, too, that they often get not what they want, but what they deserve. And they learn all this in the social background of dependence, subordination, mastery and surrender, sympathy and dislike, love and anger. They learn to recognize friend and enemy, 'fellows' and outsiders, to obey orders and later to give them. They enjoy the working efficiency of speech and language. They should also be given ample opportunities both in dialect and the

METHUEN**THE FIRST FIVE YEARS
OF LIFE**

Edited by ARNOLD GESELL, M.D.
Yale Clinic of Child Development

'The importance of this record cannot be over-estimated.'—*Mother and Child*.

Illustrated. Royal 8vo. 21s. net.

**THE CAMBRIDGE
EVACUATION SURVEY**

Edited by SUSAN ISAACS

'Scientific in the best sense.'—*British Weekly*.

Cr. 8vo. 8/6 net.

**LEARNING & TEACHING
IN THE JUNIOR SCHOOL**

By NANCY CATTY

A careful and helpful analysis, by an expert, of the *practical* application of modern theory to the teaching of young children in large classes.

Cr. 8vo. 5/- net.

36 Essex Street, London, W.C.2

ARNOLD

ANNOUNCING ADDITIONS TO THE SERIES

CAMEO PLAYS

BOOKS 1, 2 and 7 for Seniors

BOOKS 3, 4, 5, 6 for Juniors

BOOK 8 for Boys

BOOK 9 for Girls

BOOK 10 Puppet Plays by Dr. H. E. Priestley

Some of the Playwrights are :

A. A. MILNE, W. W. JACOBS, J. J. BELL,
L. du GARDE PEACH, J. DRINKWATER, C. BAX,
SAKI, DUNSANY, N. KELLY, L. HOUSMAN, H.
CHESTERMAN, HANS SACHS, ENID BLYTON,
ROSE FYLEMAN, KITTY BARNE, H. BRIGHOUSE,
SEAMARK, D. G. GREEN, MARTIN ARMSTRONG,
HARCOURT WILLIAMS, MARY PAKINGTON, M.
MACNAMARA, &c.

EDITED by GEORGE H. HOLROYD, M.A.

EACH BOOK CONTAINS 8 PLAYS

Price 10d. per book.

Send for list or copy for inspection

E. J. ARNOLD & SON, LTD.
LEEDS 10

standard language to enjoy the pleasures of play with speech and language. A certain amount of drill and practice involving mere repetition of the desired forms is inevitable, but as far as possible, exercises should have relation to their experience of life, and should take the form of reproduction in use, rather than in mere repetition. In addition to repetition and reproduction in use, there should be social activities in which there is participation in something like fellowship or community. At this final stage repetition and reproduction are not adequate. Skill in participation is necessary.

Children acquire their skill in 'experienced' speech amid the joys and trials of social participation. Formal instruction in 'best behaviour' speech for social improvers is usually a kind of painful elocutionary grammar which deadens the individual in an uninspiring normalizing process. And yet there are thousands of young people eagerly picking up standard English by participating in its use. School work should never lose sight of the fact that a language is not merely meant to be

pronounced, but to be happily used. The emphasis on participation as the end for which repetition and reproduction are endured, eliminates the danger of affectation and snobbery.¹ Participation in use would be part of school life if all classes sent their children to the State schools until about eleven years of age. Failing that, speech education should provide suitable opportunities for children to use various forms of their spoken languages as members of children's groups, under guidance and criticism, such as those for drama and verse-speaking, discussion, gardening, games and scouting.

The teaching of language is so highly complicated a science nowadays that it has to take its subject-matter in detail at various levels, and devote specialized attention to pronunciation, intonation, grammar, idiom, usage, style and so on through the linguistic curriculum. But the end is often lost sight of: skill in *participation*. And in this connection it should not be forgotten that participation may sometimes be

¹ See my *Tongues of Men*, Chapters VIII, X and XII, p. 155. (Watts, 1937, 2/6.)

silent—it may only mean reading silently for one's self alone. But if it means speaking, then elocution and formal grammatical instruction are a waste of time if they do not mean participation in some fellowship or community in school and a promise of welcome in the wider fellowships of adult life.

Within a speech fellowship as above defined, every speaker feels at home. He is phonetically and verbally happy, because whenever he speaks to one of his fellows he is also speaking to himself. That constitutes the most deeply satisfying form of 'self-expression'. To what sort of person are you speaking if you affect a haw-haw accent? No wonder the true proletarian despises 'fancy talk'.

And so we must abandon the hope of universal standard English in speech. We must be content with the assurance that the bonds which unite the speech fellowships of the English-speaking world in one vast speech community are growing closer, and that attempts to force normalisation beyond the limits of 'tact'¹ will weaken our communion. If we promote social sharing and seek to carry out social purposes in common we shall just have to be tolerant of speech diversity so long as it does not interfere with work and play. Language will follow society's endeavour. We cannot build a world on words. The right sort of blue-print for the linguistic educationist must be drawn with the assistance of sociologists.

As we have seen in the preceding paragraphs, to experience a social system at first-hand is to be active in its construction, and thus aware of its tendencies and values, and to understand its attitudes. Just as there is no full experience of a game without playing it, of a theorem without proving it, so there is no full experience of a sentence without repeating it to learn it, reproducing it correctly in actual use and eventually realizing its place in the give and take of living language in which a speaker participates socially.

Though we have learned much about the sociology of language from social anthropologists, we must have a much deeper understanding of the various fellowships and communities of the English-speaking world

than ethnographers have hitherto managed to arrive at in their field by their sojourns among primitive peoples. 'Three-quarters of ethnographical literature contains little more about the social life of other peoples than the traveller's experience of his own behaviour.'² Missionaries and officials, even our own school inspectors and visitors, if they pursue their vocation in a routine way, obtain some personal experience of the natives or 'locals', but in terms of their own social values and tendencies, not of those of the 'tribe' or its members. 'They learn a good deal about the native's way of treating strangers of the class to which they belong in the native's eyes.'³ Objective social study, employing the best technique of observation you can command is the first step to educational reform. This technique involves training in modern linguistics including phonetics, and some acquaintance with general sociology, and the cultural problems of English-speaking societies. The antiquarian philological studies of dialects we are accustomed to are of little profit from the present point of view.

During this war we are getting down to bedrock and that is the basis for rebuilding. What is called 'the national effort' has quickened social releases of all kinds, and people and associations who before were segregated or hostile are now in active collaboration. There are signs that the B.B.C. is following these promises of a new society, but at a laggard pace. Let the B.B.C. show the strength of the cultural unity of the English-speaking democracies by boldly harmonizing its various voices. British democracy speaks through many associations, fellowships and communities in a choir of mixed voices. The public school soloist should not have the air all the time.

Finally, we here in England should look further afield, even to the widest horizons, in framing our educational policy in the matter of the study and teaching of foreign languages. The B.B.C., the British Council, the Ministry of Information have taken us a long way from first-year French and perhaps a little German. Our foreign language curriculum is a survival of the channel steamer mentality. We are an ocean-going race by sea and air, and our speech

¹ See my *Tongues of Men*, pp. 14-18.

² Professor F. Znaniecki. ³ *Ibid.*

community is not limited by Harwich and Folkestone. There is Auckland, Cape Town, New York, Toronto, Sydney. Even the smallest speech communities need interpreters. Ours, the biggest and most widespread of all, meets all the most important voices of Babel.

We have had several *English* committee reports on language teaching. The time has

come for an *Imperial* committee on that subject. Such a committee would undoubtedly find that some of our gifted boys and girls should begin the study of such languages as Chinese, Arabic and Hindustani at school, and that by interchange of teachers and visits, such studies should be given a lively social background and imbued with social purpose.

Editorial Note

The foregoing article was written as an introduction to the last issue of *The New Era*, a special number on Speech, but it reached us too late for publication. It serves unexpectedly well as an introduction to this issue, which is entirely concerned with the ages at which children should move from one type of school to another, and the kind of nourishment they should find in each ; for the underlying purpose of the suggested reforms is to give the child what Mr. Firth calls 'a promise of welcome in the wider fellowships of adult life'.

The rest of this issue is unusually consistent in tenour, because its contributors had already reached a fair degree of unanimity round a conference table before setting pen to paper. It will be interesting to discover how far their conclusions are acceptable to others who are concerned with the framing of democratic education in this country. We imagine that specialists in physical and mental health will approve them, since they lessen tension at two periods of stress in the normal child's development : the cutting of the second teeth, and puberty. The devisers of machinery for the 'special place' examination may disapprove, though of course work which is concerned with Intelligence and Performance testing, should gain in importance.

These proposals will particularly concern the Local Education Authorities and the Training Colleges. We should have liked to have sent out to the former a questionnaire somewhat on the following lines :

PREAMBLE.

Assuming that the education system is to be divided into three stages as under :

- (a) First stage—Nursery stage—2 to 7 plus or 8,
- (b) Second stage—Primary stage—7 plus or 8 to 12 plus or 13,

- (c) Third stage—Post-primary stage—12 plus or 13 to 15 plus,

would you please give as accurate estimated answers as possible to the following queries.

1. How many existing Infants' Schools in your area could be adapted to meet the requirements of the 2 to 7 plus group, on standards comparable with those of efficient Nursery Schools ?
 - (a) Assuming present numbers ;
 - (b) Assuming numbers likely to be in schools in five years' time (allow for falling birth rate).
2. Can you estimate in terms of the unit of provision per child for the 2 to 7 or 8 group the amount of
 - (a) Reconstructed buildings,
 - (b) Entirely new buildings that would be necessary ?
3. As (1) above, but for Junior Schools if the second stage was from 7 plus or 8 to 12 plus or 13.
4. As (2) above with reference to this group.
5. As (1) above, but for Post-primary schools, assuming the third stage was from 12 plus or 13 to 15 plus.
6. As (2) above, but with reference to this group.
7. Can you estimate how the reconstruction and rebuilding programme necessary under (2), (4) and (6) above would compare with that required for the "Hadow" divisions, i.e.,
 - (1) Nursery Schools, from 2 to 5.
 - (2) Infants' Schools, from 5 to 7 plus.
 - (3) Junior Schools, from 7 plus to 11 plus.
 - (4) Senior Schools, from 11 plus to 15 plus.
8. How would the question of staffing affect you ?
 - (a) Present staff.

Nursery.	Infants.	Juniors.	Seniors.
----------	----------	----------	----------
 - (b) "Hadow" staff.

Nursery.	Infants.	Juniors.	Seniors.
----------	----------	----------	----------
 - (c) Under suggestions made.

First stage.	Second stage.	Third stage.
--------------	---------------	--------------

But it would have been difficult to arrive, by means of even the most carefully-framed questionnaire, at a true picture of what these reforms would entail not merely in actual building costs but also (and especially) in numbers and quality of staff.

Ages of Transference—

A Report on a Meeting

H. G. Stead

Secretary to the Chesterfield Education Committee ;
Author of 'Full Stature', 'Modern School Organization', and 'Education of a Community'

THE first task of a State system of education, that of producing a literate community, having been accomplished, the original Hadow Report on the Education of the Adolescent attempted the second task, that of providing the condition for the creation of cultured citizens—the development of a system of post-primary education for all children. The Report concentrated the attention of educationists upon the post-primary age range, and this emphasis was not entirely removed by the reports that followed it. The Consultative Committee visualized a school leaving age of 15 plus ; but it had to face the fact that at the present time most of the children of the community finish their full time education at 14 plus. This drove them to an age of 11 plus as that for the dividing line between primary and post-primary education, for three years is the minimum range for any post-primary course if it is to be at all effective in the accomplishment of its aim.

At the time of the publication of the report, the broad principles it stressed and the impetus it gave to educational development alike tended to make criticisms of details seem ungracious. The new Modern Schools will always stand as a tribute to the work of the Consultative Committee. But now another challenge to our community is causing us to re-examine our educational system, and we begin to realize that it is in and through the education it gives to its potential citizens that a community sustains and renews itself. There is more agreement than ever before that 14 plus is too young an age for the majority of the future citizens to cease to have contact with the educational system of the country. The raising of this age poses a number of questions about the kind of provision most needed, the content of the curricula, taking into account the ages of pupils, their potentialities and needs, the methods of education

most suitable for various activities at various ages, the training of teachers, and the age of transfer from one stage to the next.

IT was to discuss this last problem that the conference, of which this is a very general report, was held. It has been obvious for some time that there was an increasing volume of opinion which felt uneasy about the increasing rigidity of the transfer at 11 plus. In some quarters this transfer at this age was spoken of *as if it were* itself the whole of Hadow reorganization. (So often the machinery devised to give expression to an idea replaces the idea itself in the eyes of many, and battles are fought for and against a bit of machinery instead of for or against the principle at stake.) Such voices have grown fewer and perhaps a little less dogmatic during these latter years. The Spens Report itself threw considerable doubt upon the suitability of 11 plus when it advocated that the course of study in all post-primary schools should be the same for the first two years, i.e. until 13 plus. If the first two years were to have the same content in every type of post-primary school, then inevitably the question must be asked : would it not be preferable to place these two years as part of the pre-secondary course and to use them in some way as a period in which diagnosis of bent and capacity for further forms of education could be made? This opens up the possibility of dealing with the evil caused by determining the educational (and at present the social and economic) future of the child by a catastrophic examination at the age of 11 plus. So arises the possibility of easing the pressure on the Junior School, removing the narrowing influence of the transfer examination, and of taking more care and more time in the determination of capacity for different types of education in order that a decision pregnant with so much

University Correspondence College

Founded 1887

Founder: WM. BRIGGS, LL.D., D.C.L., M.A., B.Sc.

Principal: CECIL BRIGGS, M.A., M.C.

TUITION BY POST

for London University Matriculation, Intermediate and Degree examinations; also for School Certificates (Oxford, Cambridge, J.M.B., etc.), R.A.F. Mathematics, Navy Entrance, Pre-Medical, and other exams. U.C.C. is an Educational Trust, not primarily conducted as a profit-making concern. Highly qualified resident tutors. Low fees; instalments. Free re-preparation in the event of failure. Over 10,000 U.C.C. students passed London University examinations during 1930-1940.

PROSPECTUS post free from Registrar,
44 Burlington House,
Cambridge

meaning for both the individual and the community may be carried out with the thoroughness its importance warrants.

The conference assumed an age range of ten years, i.e. from 5 to 15. This must not be taken as indicating that those present had not in mind the importance of education below the lower age or of the possible extension of it above the higher. In fact, it will be seen that the needs of the lower ages, those commonly covered by Nursery Schools or Classes, were borne in mind throughout the discussions.

At present the various types of post-primary schools mainly represent and help to perpetuate social differences. A single examination at 11 plus decides the issue of privilege or non-privilege. The Secondary School leads onward to other forms of education and so to the socially and economically superior types of work. The Senior School leads into the sand. An entirely new conception of secondary education is needed, and it must be one in which there is no question of privilege, but in which the only criterion is that of ability to profit by the kind of education given. This in

turn means that the catastrophic type of selection by a single examination must be abolished, and that eleven years is too young an age at which to make a satisfactory diagnosis of the potentialities of the pupils with any degree of accuracy. What is needed is that immediately prior to transfer to secondary education there should be an exploratory period of about two years, at the end of which carefully compiled records and the results of tests of general intelligence and specific abilities should be used to determine the kind of education to which each child should proceed. It was this 'exploratory two years' (to use Professor F. Clarke's phrase) that the conference felt would be so valuable.

Although all those present would not agree upon details, there was general agreement upon the age ranges of the main divisions of the school life. It was felt that there should be:

- (a) a Nursery-infant stage from 2 to 7 plus or 8;
- (b) a Primary stage from 7 plus or 8 to 12 plus or 13;
- (c) a Secondary stage from 12 plus or 13 plus onwards.

It is the examination at 11 plus which makes necessary a rigid age of transfer. Examinations have to be 'fair' and the only *measurable* way in which to make them fair is to apply them to children of the same chronological age. Once the catastrophic method of selection by a single 'fair' examination has been replaced by a method of assessment based upon carefully compiled reports and psychological tests, the way is open to abandon this type of selection. It was felt that both at the end of the Infant-Nursery course and the Primary course there should be the possibility of reaping the fruits of the education given in those courses in the schools providing the courses. Further, it would become possible to effect transfer from one stage to the next when the child was ready for it. The present method must of necessity be one which is suitable only for that mythical person—the average child. Some could go forward a year earlier than the average age—with real benefit, instead of having to await a birthday as they do now. Some could have the year more which they so much need and



*Why is the hay hung up on wire fences?
What can you see in the picture to make
you think this is a rainy land?*

GEOGRAPHY FIRST SERIES makes extensive use of pictures in bringing out the full implications of the text. Photographs or line drawings appear on every page of the four books. Constant reference is made to these pictures throughout the course, and they form an integral part of the scheme. Questions about them are a useful way of testing the pupils' understanding of certain fundamental facts. For example, the illustration above is taken from the story about Farmer-Fishermen of Norway in Book Two. Children who have read and understood this story will enjoy explaining that it is too wet for the hay to dry on the ground and that the trees and sloping roof of the house show the picture was taken in a rainy land.

One of the valuable features of First Series is that it makes a splendid jumping off place for work of this kind, and that through particular examples it never forgets to teach fundamental geographical facts. The material lends itself admirably to horizontal work, classroom tests and activities of many kind. Please write to the publishers at Bridgeside Works, McDonald Road, Edinburgh, for full details. Loan copies of the books will be forwarded if desired. (Book One 2s. 2d., Book Two 2s. 4d., Book Three 2s. 6d., Book Four 2s. 8d.)

GEOGRAPHY FIRST SERIES

FOR JUNIORS

GINN AND COMPANY LTD.

LONDON

so go forward without developing the feelings of inferiority which they do at present. But there would be no incentive to push children forward, for there would be no single determining examination, in the preparation for which additional time would be an asset. In other words, a fluid system, capable of adjustments to meet the needs of the children, would replace a static one, ideal only to the pure administrator and the educational statistician.

These suggestions imply an extension of the teachers' function, for upon the teachers would fall the duty of making the diagnosis of the potentialities of each child and the best direction for his future education. The actual decision would be made in the offices of the Authority—the decision would have to be the Authority's decision and not officially that of the teacher. But the teacher would have to develop a technique of investigation and report which would have repercussions upon teaching technique. For diagnosis of potentialities implies determination of adequate means for realizing them.

It was suggested that the combining of the age range from 2 to 7 plus or 8 into one unit might lead to an extension of formal teaching downwards rather than that of Nursery methods upwards. That this would be a real danger *under present conditions* will readily be admitted. In fact, it is the ever present threat to the proper working of Nursery Classes in existing Infants' Schools. But the reason lies in the existence of the transfer examination, since all depends upon this, and therefore it is desirable to 'get off the mark' promptly. But with the abolition of the examination and the substitution of the exploratory period for it, the reason for this indecent haste would disappear.

There was general agreement that the end years of each period must be kept flexible and this should apply equally to the upper years of post-primary education. A leaving age of 16 might be necessary, but the criterion must be the completion of that education necessary to develop fully the potentialities of the child. In relation to this, too, there arise questions of the further education of the child through training for work (exploratory periods here

would also be an advantage) and through activities based upon the interests of youth, and wider in range than those commonly provided for to-day.

It was realized that the suggestions made raised administrative questions since they would mean a single code of regulations for all post-primary schools. So, too, they would involve a building programme. But so would *any* scheme which visualized a complete system of education from 2 to 15. The question is whether the building scheme shall be planned in accordance with sound educational principles or whether buildings shall determine the nature of the educational provision.

Considerable discussion centred round the question as to whether there was a limit to the size of a school which would satisfactorily provide for all the needs of a child. One member of the conference was opposed to large schools, say of anything over 300 pupils, upon grounds that were mainly psychological. It was maintained that with larger schools the child would lose his sense of 'belonging' to it. Another member saw no difficulty here, arguing that the child's feeling of belonging to a group was more a matter of the internal organization of the school than of its actual size.

The question of the purpose of the modern school, catering for children left after selection for other types of education had been made, was raised. One member of the conference felt that there was a danger lest the more widely educational content should be swamped by the more purely vocational training. There was a need for an improvement in teaching methods if this danger was to be avoided. There was at present a general failure to realize the social requirements of the child in later life, with the result that curricula tended to be over-academic. The larger school with differentiated courses within it might be the effective remedy for this.

But it was upon the major issues that the conference concentrated, and upon these there was a considerable measure of agreement. As has been stated earlier, it was felt that the general framework of the system should follow the following lines :

(a) First stage—2 to 7 plus or 8.

(b) Second stage—7 plus or 8 to 12 plus or 13.

(c) Third stage—12 plus or 13 onwards.

The other points of agreement were

(1) The need for the abolition of the 'catastrophic examination' at 11 plus and its replacement by a system of reports and tests of ability (psychological tests).

(2) The value of the two years prior to the end of the second stage being exploratory years during which the kind of education most suited to the child should be determined.

(3) The need for the first stage to be based upon the best Nursery methods.

(4) The need for fluidity of transfer, this being determined by ability to proceed to the next stage rather than by an attainment of a chronological age.

(5) The need for a consideration of the field of teacher-training.

Every member of the conference felt that it owed much to the stimulating chairmanship of Professor Clarke. The results are put forward in the hope that they may be of assistance in the finding of a solution of the educational problems raised before another building programme, based on insufficient consideration, produces such a state of affairs that buildings, and not the needs of the children, determine the divisions of the educational system.

Educational Implications of the Age Group Proposals

Fred J. Schonell

Lecturer in Education, Goldsmiths' College, University of London

OF recent years considerable knowledge has been gathered about individual differences amongst pupils, and in the main there has been growing change in teaching methods and materials to provide for the changing conception of individual requirements. Although much has yet to be done in some aspects of curriculum formation, at least genuine attempts at differentiation of teaching methods have been based on fairly sound psychological findings. Can the same be said of educational administration? Has there been sufficient flexibility in the system to provide for varying rates of development in different groups of pupils so that brighter children may proceed with the kind of education they most require while less able ones remain longer to acquire the fundamentals so necessary for their schooling of a less academic kind? Has the educational system provided for sufficient differentiation of abilities and aptitudes in the post-primary period, or more pertinent still, has it devised an effective means of discovering the special strengths or limitations of its pupils when they have reached a period of relative stability, so that Senior

schools, Trade schools, Technical schools, and Secondary schools will really have the right kind of pupils doing the right kind of courses with equal satisfaction and equal gain to themselves as individuals and to the community? Problems like these must be carefully considered in the light of present educational administration if post-war reconstruction is to be vital and far-reaching.

Obviously the present system provides some differentiation for varying child needs. There are nursery classes and nursery schools (so few as yet, that they can hardly be called part of the system). Infant classes and schools for the age range 5+ to 7+ years, Junior schools for the age range 7+ to 11+ years, and two forms of post-primary educational institutions. These are the Senior schools (or non-selective Central schools) for ages 11+ to 14, and Secondary schools for ages 11+ to 16, 17 or 18 years—the few selective Central schools have never been quite able to determine whether they come within the Secondary school group or not, a fact which has led to an over-academic curriculum and which should, I think, indicate their early demise. Beyond

this grouping the present system does not proceed very far—it lacks fluidity and flexibility and the almost obsessional adherence to the prescribed age ranges, and consequent ages of transfer has led in many areas to what Dr. Stead describes elsewhere as ‘a neat and tidy system to which children had increasingly to be fitted’.

Obviously, one of the vital objectives in future reconstruction in education must be that of fitting the educational system to the child. Neither buildings nor ‘sacrosanct’ age levels must determine the child’s place in the system. His real needs, as conditioned by mental characteristics and social demands must determine the system. How can this be achieved?

Educational Flexibility

Dr. Stead has indicated in the opening article of this series what one group of educationists thinks might be the starting point for this educational flexibility. Generally the various school age divisions would follow this plan :

- (a) Nursery-Infant stage, 2+ to 7+ or 8+ years.
- (b) Primary School stage, 7+ or 8+ to 12+ or 13 years.
- (c) Secondary School stage, from 12+ or 13 onwards.

It will be noted that :

(1) an educational unit has been advocated for the Nursery and Infant schools with the consequent elimination of a break at 5+ years for children who have had Nursery class or Nursery school experience ;

(2) the upper end of the Nursery-Infant school range has been purposely left with a possible extension of twelve months for some children ;

(3) the Primary school stage which may not start until 8+ years for certain children, will continue for most pupils until 12+ or 13 years ;

(4) as *flexibility* and *differentiation according to the needs of the child* are dominant objectives of such an organization, the years 10+ to 12 are intended as exploratory years for the purpose of discovering effectively the specific requirements, the special abilities and particular limitations of all pupils before passing

to the appropriate form of post-primary education in a system vastly improved in variation of post-primary institutions. At the same time provision is made for very bright pupils to proceed to the Secondary school before the age of 12+.

What are the educational implications of these suggested changes, what dangers do they avoid and what gains do they make?

Educational Implications

A.—Nursery-Infant School

These questions are best answered against the background of the existing educational grouping and age divisions. The suggestion to make the Nursery school-Infant school a single administrative unit emphasizes the significance of nursery education. It should do much to remove the impression that nursery schools (classes) are merely frills, that they are only palliatives to wretched economic and social conditions or the expression of a crank element in upper middle class suburbs. Nursery classes have passed the experimental stage. They have fully demonstrated the physical and mental improvement that accrues in their young charges from correctly planned activities and social contacts during the all important 2+ to 5 period. Nursery schools and classes should become an integral part of the educational system and the right of all who desire them.

Fusing the Nursery and Infant stages into a single educational unit will ensure (for those pupils who commence school in the nursery years) continuous educational influence from 2+ or 3+ to 7+ or 8+ years. Experience shows that the more breaks we can prevent in a child’s early school career the better—continuity makes for security, an important factor in adequate emotional adjustment. Furthermore backward and difficult pupils of 5+ may still be kept in the correct atmosphere to aid readjustment instead of being transferred to another department at a critical time. This, together with the fact that the Nursery-Infant school is a unit, should do much to promote the plan, steadily gaining ground in progressive infant schools, of delaying formal work in reading and number for many children. This extension of a preparatory or informal

BACKWARDNESS IN THE BASIC SUBJECTS

By F. J. SCHONELL, Ph.D.,

Lecturer in Education, Goldsmiths' College, University of London.

This book is based on seven years of research work in schools. It deals with the cases of specific backwardness in reading, spelling, oral and written English amongst 15,000 children.

Causes of specific disabilities, illustrated by case studies, are considered in full. Schedules and specially constructed diagnostic tests for backward readers and spellers are provided. Methods of teaching backward readers in junior and senior schools are given in detail.

Backwardness in oral and written English in relation to materials and methods is based on extensive and experimental evidence. Attainment standards in different aspects of English are given together with detailed remedial teaching measures in oral and written English.

Essentially practical and of great value to psychologist, teacher and parent.

READY SHORTLY

Price **15/-** Net

In

THE HAPPY VENTURE READERS,

new in conception, treatment and execution, **Dr. SCHONELL** has with unremitting care and after long experiment produced for the discerning teacher a series which in format, type, reading material and planned vocabulary represents a big advance in pedagogical method.

Descriptive Prospectus with Full Particulars on application.

**98 GREAT RUSSELL STREET
LONDON**

OLIVER & BOYD

**TWEEDDALE COURT
EDINBURGH**

period in the teaching of reading and early number should help finally to abolish the old idea that because the child is now in the Infant department he should start formal work as soon as possible. The more failures we can prevent in the Infant school, the less backward and delinquent pupils will we have in Junior and Senior Departments, for it is in the Infant school period that the whole attitude to school tasks and to the child's own powers is determined.

Finally, these objectives should have a still better chance of being attained if certain pupils may be kept in Infant classes until 8+ years if necessary. My own experience is that from 10 to 25 per cent. (according to the area) of pupils at 7+ would profit by 6, 9, or even 12 months longer in infant classes with infant methods. Their chance of success in the Junior school would be greatly enhanced and the percentage of backward pupils reduced. There is no reason whatsoever why every child, irrespective of his level of scholastic attainment, should be transferred to a junior department at the same chronological age. Not a few pupils who could, with extra time, reach a level of working efficiency in the fundamental subjects, are put in junior classes, whose teachers do not understand the earlier stages of teaching reading and number. As a result, ordinary Junior school work with these pupils, built on insecure foundations, tends to confuse rather than clarify.

Obviously the supervision of a nursery-infant school unit demands a Head Teacher of foresight who realises the requirements of nursery as well as infant classes.

B.—The Junior School

A review of the development of the Junior school during the past ten years reveals certain outstanding advantages which have derived from their gradual establishment under the Hadow plan. Firstly, methods appropriate to the age range 7+ to 10+ have been very greatly improved, not only in the teaching of the more formal subjects but in creative activities such as art, music and handwork. Secondly, pupils of 9+ and 10+ have been provided with the opportunity to develop fully in respect to personality. As older members

of their school they have been given responsibility and have developed independence and initiative which have surprised many. This excellent character training, particularly noticeable in the brighter children, would probably have been denied these pupils in an all-age range (up to 14) school, on the grounds that they were too young. Such a pronounced asset should be preserved and expanded in any organization adapted to post-war reconstruction. Now look at the other less favourable side of Junior school organization. Its most glaring blemish is to be found in the cramming effect of the 'all-powerful' transfer at 11+. This has led to two pernicious influences—the establishment of an examination for differentiating pupils at the immature age range of 10.6 to 11.5 years and a constant drive to complete for *all* pupils a minimum course by the age of 11. The effects of the first influence on the junior school curriculum are only too well recognized—cramming, narrowing of the syllabus, over-emphasis on English and Arithmetic, neglect of less able pupils and premature generalization about later abilities of many non-academic pupils. The second influence is no less narrowing in its effect and prevents effective integration of subjects with correct orientation towards the social background of the community.

The establishment at the end of the primary stage of what Professor Clarke calls an 'exploratory two years' would go far to eliminating the adverse elements described above. Briefly its advantages might be tabulated as follows:

(a) The age of transfer would be more flexible and would suit both bright and less able scholars. This would be particularly beneficial to dull 11+ pupils who would profit immensely by additional special help for another 12 or 18 months. For example, this measure would decrease extensively the backward readers passing to post-primary schools.

(b) There need not be the drive to complete for all pupils a primary course in an *unalterable* three-year period.

(c) Most important of all, the scholarship examination could be discontinued and replaced by careful observation, record schedules and aptitude tests. Above all, experimental courses and projects could be planned in these

years to bring out interests, to test abilities and to form a basis for observation of pupils which to some extent would indicate the type of post-primary school most suitable for different pupils. This is an imperative aspect of reconstruction, for without doubt the present age of transfer is too young, and the means of selection too narrow. Many pupils show at 12+ and 13 marked interests of certain kinds and corresponding dislikes of other activities. In support of this point I cite the cases of two intelligent boys selected from numerous ones in my files: Case A, the son of a Head Teacher, won a place in a County Secondary School. Here he followed the usual stereotyped, 'certificate stamped' course which included subjects such as French, Latin and History, in which he made little progress. He hated the work and slowly fell further behind. He showed, however, ability in mathematics and a liking for mechanical drawing. His father had courage enough to transfer him to a School of Building, where the boy made immediate progress, finally gaining top positions in most classes. He has since become a successful

draughtsman. Case B, the son of an accountant, is similar—dislike of the academic secondary course and subsequent success in electrical engineering at a Technical School.

C.—The Post-Primary Schools

The introduction of the exploratory two-year period should provide a basis for a better organization of more varied forms of post-primary schools, suited to individual capabilities. Technical, Trade, Agricultural and Senior schools should rank in importance, equipment and status with Secondary schools. Finally, the extension of the age-limit to 15 or even 16 years should help Senior schools to form their curricula more closely upon the demands of society. At present not a few Senior school courses are unrelated to real life, their pupils are bored with school and wish to forget about it when they leave. This is due largely to the fact that the curriculum is framed with a scholastic outlook and not with a life outlook. We must start by letting real life situations and social demands influence curriculum formation in the Senior schools.

A Note on the Exploratory Years

Fred Clarke

**Director of the Institute of Education ;
Author of 'Education and Social Change'**

IN contributing this short note on what we have called the 'exploratory years' I should like to re-emphasize what Dr. Stead's report says of the Hadow scheme. If important refinements and adaptations of that scheme of re-organization have now become not only highly desirable but, as we believe, practically possible, that is very largely due to the working of the re-organization itself. Effect was not, perhaps could not, be given to the entirely sound view of the Hadow Committee that all post-primary education should be regarded as secondary. The solid achievement has been a welcome extension and enrichment of educational opportunity under whatever formal name such education is administered.

The passing of fifteen years, and the vivid realization of our needs which world-upheaval has brought, makes a thorough-going review of the position urgently necessary.

It would be insufficient to treat such a review as no more than a fresh scrutiny of the somewhat distorting limitations under which the Hadow re-organization was arrived at. That is important enough, but it is by no means the whole story. What is of commanding importance now is the much more adequate conception of the whole function of national education at which, under the pressure of Fate, we have now arrived.

We now see it as the supreme instrument of social control and social selection in that much more consciously planned order of society to which we are inevitably passing. It would assist materially the clarity and relevance of our thinking if, in approaching the problem, we could drop altogether, at least for a time, the terms 'elementary' and 'secondary'. The use of them now can only darken counsel and obstruct the processes of re-thinking. This

3/-

3/6

The
NEW TESTAMENT
A New Translation
in
BASIC ENGLISH

8/6

net.

'The widespread use of this admirable translation in all schools, elementary, secondary, public and other, and in every home, will do more to revive the smouldering fires of true religion than any statutory attempt to impose so-called "religious instruction."'

WILLIAM HAZELTON, in the *Friend*.

'If a school book of to-day were written in the language of the Authorised Version how many children would understand it? . . . There is not within the covers of this Testament a word or phrase or construction beyond the grasp of the average boy or girl . . . copies should be available in every school.'—*Teachers' World*.

CAMBRIDGE UNIVERSITY PRESS

applies especially to the term 'secondary', with its obstinate associations with academic curricula, selective privilege and 'getting on'. I am sure that many of us are still insufficiently alive to the harmful effect that such familiar associations have upon our thinking.

As we see the position now, somewhere in the whole stretch of schooling up to the age of 15 or 16, there must come a phase where the issue of *social selection* calls for concentrated attention. This will no longer mean selection out of the rack of a favoured few for a specially privileged form of education called 'secondary', but rather the *allocation* of every pupil, at the appropriate age, to the form of education most advantageous to him and, through him, to the community.

There can be little doubt that the right phase in which to gather data for so critical a decision is that during which the pupil is passing out of childhood into early adolescence. For normal pupils this comes undoubtedly from about 11 to about 13.

The threefold criticism can now be made of the Hadow re-organization in its present form, that :

1. It takes the beginning of this phase as

PRAYERS WITH BOYS

By GEOFFREY HOYLAND,
formerly Headmaster of the Downs School, Colwall.

2s. 6d. net

A volume of original prayers that has grown out of the experience of many years in the conduct of school worship. Simple, relevant and strong, these are prayers in which boys can join with reality. The collection can be confidently recommended to teachers in all types of school.

STUDENT CHRISTIAN MOVEMENT PRESS
58 Bloomsbury Street, W.C.1

the end and so makes the vital decision far too early.

2. It makes the decision on the basis of a catastrophic examination liable, even under the best conditions, to distorting factors and exercising an undesirable influence on the junior school.
3. In the educational and social conditions now prevailing, the effect of the decision is to set up a formidable obstacle to any further free and continuous observation of the pupil under conditions that are fair to him and that allow of free action in the light of the conclusions drawn from such observation. Some amount of transfer from senior to secondary may be possible, but practically none the other way, however little the secondary school may be found to suit the pupil.

All these considerations point strongly in the direction of a replanning so as to provide *for all alike* an exploratory period from 11 to 13 where a maximum of diverse opportunity is provided, where the freest observation is possible, and where—vitally important—no final decision is yet taken.

Some local authorities have already worked out valuable techniques of observation and record; expert workers have already done much in this field, and resources are available to carry the work further.

Granted the means and the training, teachers should be quite as competent to offer the right advice at the end of the exploratory period as universities are to classify their students and award degrees.

Finally, my own view is that this exploratory period should be spent in the school in which the pupil has had his earlier training. But I would not insist on this, especially in view of difficulties and diversities of local situation. And in any case, if the main idea is accepted, there will necessarily have to be a considerable interval of experiment and adaptation before it can become the settled practice.

What After Thirteen?

J. A. Lauwerys

University of London Institute of Education

THE purpose of general education is to meet the needs of individuals in the basic aspects of living in such a way as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society.'

P.E.A. Report :

'Reorganizing Secondary Education'.

How far can the School contribute to social reform?

The air is full of proposals for the reform of education. The reason is clear: we have realized that the war, the fighting, is but one aspect or symptom of a deep-seated social and economic crisis. In our trouble we turn to the school, seeing in it an instrument which society could use for its own re-shaping. We hope that, if transformed, it might fashion men and women of clear vision and noble purpose with enough skill and intelligence to solve the problems that beset us.

Such hopes are pitched too high, for schools are not the only institutions by which the community forms the character and personality of its members. A man becomes what he is through the influence of the radio, the press, the cinema, the church, the trade-union, and so on. His occupation and his family have, almost certainly, had more effect on him than his teachers. Also, these agencies may pull him in different directions and they may even be antagonistic to the school. Only by controlling and co-ordinating all of them could education—in the full sense of the word—

quickly bring about revolutions. Certainly the school alone cannot.

Nevertheless, the school is the only social agency which is deliberately planned and consciously used to educate, and it makes contact with human beings at their most impressionable age. So, although it cannot by itself bring about fundamental changes in society, it can yet facilitate and accelerate them—or slow them down. It can act as a lubricant, or it can act as a brake. If teachers encourage in their pupils habits of thought current in ancient Athens or foster ideals of conduct appropriate chiefly to nineteenth century England, they will be helping to produce ineffective persons, men and women who will be helpless in the face of events which they can neither understand nor control. On the other hand, enlightened teachers can help to produce well-balanced and harmoniously integrated persons, equipped with knowledge and skill relevant to the demands of an industrial society in the twentieth century.

Every description of the kind of education one wants is, of necessity, at the same time a description of the kind of society one desires. Now, to be rational, desires must lie within the realm of the possible, so that if we want to plan an educational system, we should know something about the structure of society as it will be in 25 or 50 years' time, when the pupils fashioned by it will have become adult. Sociologists and economists do not present us with any very detailed or exact sketch, but they do give us fairly clear indications of the

trends of change. For instance, they agree—more or less—that the society of the future will be planned in its economic aspects, that the profit motive will not be the chief incentive to production, that small-scale industry will still further diminish in importance, that ideas about property will change, that the population will be smaller and more mobile, and so on. These are some of the changes we have to take into account. Clearly what we, as teachers, should aim at doing is to foster in our pupils ways of thought and ideals of conduct appropriate to such a society, and which will not produce in them disharmony or a sense of frustration.

For instance, a planned economy will work better if people know how to co-operate easily and willingly in the execution of plans. We would, therefore, do well to endeavour, in school, to develop co-operativeness and to rely less on the stimulus of competition. We hope that, say in fifty years' time, the means of production will be publicly controlled—we should, therefore, endeavour to modify our pupils' attitude towards property and teach them, by practice as well as by description, how common control of common concerns can be achieved. We believe that a certain mythology, a folk lore of capitalism, stands in the way of progress (e.g. that a limited liability company is rather like a person, that the national budget must be 'balanced'). Can we do anything to modify these myths? Or a simpler example: we know that in the future we shall rely even more than now upon scientific technology—therefore, people will have to adopt a more scientific attitude, become more accustomed to scientific methods, learn more about scientific appliances.

Again, we would prefer to live in a democratic and tolerant society. Clearly, we shall have a better chance of attaining this objective if we instil in our pupils respect for individuality and tolerance for idiosyncrasy, rather than desire for uniformity and conformance; if we make them see that human problems can and should be solved by the free play of intelligence rather than by force; if we foster in them a feeling of responsibility for the promotion of common concerns. By trying to do this sort of thing, we shall not be *creating* a new

society—that is beyond the power of teachers. But we shall be doing what we can to facilitate the smooth functioning for the common good of the society which *will* arise and we may even be directing its growth. We can do no more, and we shall fail in our duty if we do less.¹

The Needs of Adolescents

So far, it is chiefly the needs and demands of society that I have had in mind. But this is a one-sided approach—we must also pay attention to the needs of individuals. Or, better, we must endeavour to meet the needs of individuals in such a way that our social aims are furthered in the process.

Those who have observed the behaviour and development of human beings tell us that the needs of adolescents² can be classified fairly satisfactorily under four headings:

A.—Needs and problems which have to do with economic relationships

(e.g. getting a job which ensures adequate livelihood and which will satisfy, deciding whether to accept a scholarship or to start earning money as soon as possible, etc.)

B.—Needs and problems which arise because adolescents come into contact with individuals of both sexes, within the family and outside

(e.g. Must I obey my parents? I can't get on with girls. People don't seem to like me much, etc.)

¹ 'Schools do follow and reflect the social order that exists. I do not make this statement as a grudging admission, nor yet in order to argue that they should *not* do so. I make it rather as a statement of a conditioning factor which supports the conclusion that the schools thereby *do* take part in the determination of a future social order; and that, accordingly, the problem is not whether the schools *should* participate in the production of a future society (since they do so anyway) but whether they should do it blindly and irresponsibly or with the maximum possible of courageous intelligence and responsibility.' (John Dewey, in an article on Education and Social Change, 1937.)

² Often these needs are not formulated, but are felt only as a general vague dissatisfaction or worry. And, as things are, they often cannot be met at all by the adolescents themselves: for instance, adjustments of diet depend on the attitude of the parents and on their income.

C.—Needs and problems which have to do with relationships set up with social groups

(e.g. What's the good of people voting anyhow? Is it right for defectives to reproduce themselves? Preventive medicine probably leads to racial degeneration. Is it a good thing for the nation to aim at economic independence? Why should people have to pay for the education of other people's children? etc.)

D.—Needs and problems which are personal and individual

(e.g. I'm too shy to get on. Why should I try to help others? How can I keep fit? I don't like good music but I think I ought to, etc.)

Within each of these four great areas, adolescents have needs and meet problems of varying degrees of complexity and intensity. Many of them, of course, have to do simultaneously with more than one of the 'areas', and often they cannot be tackled at all within the present social framework. If these needs are not met and if the problems are shelved rather than faced or solved satisfactorily, development into full maturity is hampered or stopped.

What happens, at this stage, determines to a great extent the future character and personality. It is, therefore, suggested that the school should set itself, consciously and deliberately, to meet the needs of adolescents and to help them solve their problems in such a way as to facilitate their adjustment to a planned society which is democratically controlled and which assures a wide degree of freedom to its members. Such an approach means that teachers would no longer think primarily of teaching 'subjects', but rather that they would be *using* the subjects with which they are most familiar in order to help adolescents. Unfortunately, our tradition and our system hamper us. If we took such aims seriously we would have to re-orientate our thinking and re-adapt our schools.

To make the meaning of such a proposal clearer, let us list a few of the things that would have to be done to meet the chief needs¹:

¹ The lists given are, of course, neither exhaustive nor complete. The items are merely examples.

A.—Needs in economic relationships—

Required:

- (i) Schools must be brought into closer relationship with economic society.
- (ii) Vocational guidance must be provided.
- (iii) The pupils must be given the assurance that they will be able to fill a worthy role in economic society.
- (iv) Adolescents must be inducted gradually into gainful occupation.
- (v) Teachers must make a point of developing among their pupils a fuller understanding of the nature and structure of economic society.
- (vi) Efforts must be made to diminish the tension that is now usually felt by people as a result of the divorce between occupation and 'culture' (i.e. between what a man has to do for a living and what he feels a man should do).

B.—Needs in immediate personal-social relationships—

Required:

- (i) Sex education must be provided.
- (ii) Adolescents must be helped to emancipate themselves from too close parental ties. Their feeling of independence must be fostered.
- (iii) Emotional growth must be encouraged and an understanding of the social factors affecting personal relationships developed.
- (iv) Adolescents must be helped to understand how others think and feel; they must be helped to 'get on' with other people.
- (v) Parents must be educated through Parent-Teacher Associations, etc.

C.—Needs in wider social relationships—

Required:

- (i) School experiences must be used to develop social insight and a feeling of responsibility.
- (ii) Adolescents must be helped to identify themselves with the aims of wider groups.
- (iii) Adolescents must be encouraged to participate in the aims of the community.
- (iv) Social problems must be studied.

- (v) An understanding of democratic controls of social development and of democratic modes of adjustment must be fostered.

D.—Personal Needs—

Required :

Adolescents must be helped

- (i) To build up a satisfactory world-picture and personal philosophy.
- (ii) To develop personal assurance and a feeling that they are normal individuals.
- (iii) To develop ideals and codes of conduct socially adequate and appropriate to the twentieth century (*e.g.* they must not be too preoccupied with pecuniary rewards; they should not pursue 'culture' for the sake of personal distinction, etc.)

In addition :

- (i) The aesthetic quality of their experience must be deepened and intensified.
- (ii) They must learn to look upon good health as a quality of life, and not as a mere avoidance of disease.

Reforms needed

Clearly the requirements listed above cannot all be met adequately within the framework of the present educational system. Indeed, to make it possible for teachers to meet only a few of them, big changes would have to be made—in administration, in staffing, in curriculum, in time-table, in teacher training, in school architecture. Let us list a few of these changes, none of them really fundamental¹ and all of them quite practicable. To bring them about would need great and sustained effort, and all of them together would still fail to provide for adolescents the kind of education envisaged earlier on. But they are, I think, the necessary first steps.

1.—Administrative changes

The following suggestions may perhaps

¹ They certainly are not, and ought not to be, revolutionary. The essence of a good plan is that it starts from the existing situation, that it takes into account all relevant factors, that each of the changes it proposes to bring about is small, that it is precise with regard to immediate tactical steps but general in its ultimate aims and strategy.

THREE NEW BOOKS

1. **WHAT THE WORLD EATS**, by R. K. and M. I. R. Polkinghorne. This fascinating new book presents Geography from a new angle, independent of political considerations. The material is grouped under such interesting headings as: Food from Grain, Food from Animals, Food from Trees; Fruits, Vegetables, Drinks, etc., and there are no fewer than 114 photographs, drawings and maps. A splendid book that every teacher will value, and every pupil will enjoy. 4/6 net, 4/11 post free.
2. **ENID BLYTON'S BOOK OF THE YEAR.** A new book offering a rich store of original teaching material including 12 new songs (with music by Alec Rowley), 52 stories, 52 poems, 12 new plays, 80 illustrations, etc. 8/6 net, 9/1 post free.
3. **BRITISH HISTORY PICTURE CARDS.** A pack of 50 coloured cards, showing the most dramatic scenes and personalities in British History. Descriptive text is given, with questions and a novel Time Line. The pictures are excellent for use with epidiascopes. Each card measures 4½" × 3½". Price 2/6 net. 2/7½ post free.

The books will be sent on approval on request to the publishers :

EVANS BROTHERS LIMITED
44-48 Clarence Road, St. Albans, Herts.

appear over-ambitious, but, happily, administrative changes are the easiest of all to bring about. It is easier to plan (on paper at any rate!) a system of educational administration than to induce teachers to give up, say, an outworn method of multiplying decimals. Also, administrators are highly skilled persons nowadays, capable of solving the most difficult problems when they want to.

(i) There is much reason to believe that our educational system should be administered on a regional basis, the unit being selected chiefly according to economic and historical criteria. A measure of control would be left to L.E.A.s, but school buildings and educational facilities would be planned for wide areas. Only then can we hope to have the diversity and integration required by a society as complex as ours. (The regional principle has already been accepted for the Youth Service.)

Within the region, there would be provided not only the types of educational buildings now available, but also facilities for adult education (village colleges, etc.), specialized technical instruction at all levels, holiday camps

and country boarding schools, etc. Every child would spend at least a portion of his school years in camp or country boarding school.

(ii) It might be wise to return to the principles of the Fisher Act, the chief objection to which was that it was born before its time. Would it be possible to lead adolescents *gradually* into gainful occupation, *e.g.* could they do 2 hours remunerative work at 13, 4 hours at 16, 6 hours at 18? The advantages of such a scheme are even more obvious than its difficulties, which are chiefly organizational in kind, and thus fairly easily overcome. Control should remain with the Education Authority, not with the employer, and any money earned should be spent for the benefit of the children.¹

The adoption of the scheme might, to some extent, lower specialized academic standards, but the social gains resulting would be great. Anyhow, the University is the place for specialized professional studies.

(iii) The Spens Report suggests setting up a rather complicated system of Technical High Schools, etc. Many people consider this an unwise proposal. It accepts, and would deepen, the unfortunate cleavage between technique and 'culture', and it would be a development unlike that which is taking place in other English-speaking lands. To baptize a particular group of buildings a 'Technical High School' would encourage too early specialization, and might be used as an excuse for the wrong kind of teaching.

The principle of the multilateral school seems preferable—though, of course, this does not mean that all facilities must be provided under one roof. What is needed is a co-ordinated diversity of educational facilities, all of

them freely available to those who would benefit by their use.

(iv) Each school, or group of schools, should be closely connected to a group of factories, shops, offices, etc., which would be looked upon as a kind of extension of the school. It is here that the pupils would do their 'work', and it is partly through them that vocational guidance could be given. It would be considered as part of the task of the school to make sure that all pupils knew and understood what went on in these places, how they were related to each other and in what ways they all served the community.

(v) The idea of a 'Labour Year' for both sexes, between the ages of 18 and 19, is an excellent one. There is no reason for us to run away from it simply because it was so successful in Germany. After all, the Nazis were not the first to think of it.

(vi) Exchange visits with children abroad to be encouraged on the largest possible scale, for periods of as long as one year, and not only to Europe, but to all the countries of the British Commonwealth. What objections are there to exchanging say 100,000 children every year? Would not this scheme go far to solve the problems of teaching modern foreign languages?

(vii) The above suggestions are not intended to apply to specially gifted children, who would require special and rather different facilities if they were to be enabled to train themselves for specialized vocations, such as the medical and engineering professions. The problem of selecting and educating these children is not here considered. It goes without saying (I hope) that the guiding principle would be that of 'equality of opportunity' and that attendance at Special Schools would not *automatically* confer upon ex-students privileges such as getting better paid jobs. But can all this be done without fundamental reforms in our social and economic structure?

2.—Staffing Changes

(i) Considerable changes in teacher-education would, of course, be necessary and they are the subject of another article in this issue.

(ii) There would be great advantages in

¹ If the element of exploitation could be removed from it, child labour ought to become an essential part of education. 'As we can learn in detail from a study of the life work of Robert Owen, the germs of the education of the future are to be found in the factory system. This will be an education which, in the case of every child over a certain age will, combine productive labour with instruction and physical culture, not only as a means for increasing social production, but as the only way of producing fully developed human beings.' (Karl Marx, *Capital*, Vol. I, Part 4, Chap. xiii.)

adding to the staff of every school an adequate number¹ of 'tutors', 'guides', or 'counsellors'—call them what you will. These would be appointed to look after the welfare and personal problems of perhaps 100 children. They would meet them, say once a week, in groups of 12 to 15, but would be available for individual consultation at other times. Since they would meet the same children during the whole of their time in the school, they would get to know them very well. In addition, they would always be in touch with the ordinary subject-teachers whom they would consult freely.

These tutors would be concerned not so much with the teaching of particular subjects as with guidance in general. They would be responsible for sex education, vocational guidance, education in citizenship, and general co-ordination of studies. In their training, they would tend to concentrate on the study of sociology, individual psychology, the problems of adolescence and the data of human development. They would have to be in touch with all the employing agencies of the district and with all social services (*e.g.* as the Juvenile Employment Board already is in many districts).

Ideally, ordinary class-teachers should be able to do the work of these tutors. The spirit no doubt is willing, but to ask ordinary men and women to do all that a tutor should do and to know all that a tutor should know, in addition to taking deep interest in a special field of human achievement and keeping abreast of progress being made in it, is expecting too much. Furthermore, when a teacher is concerned with teaching a subject, he naturally tends to avoid following red herrings which, in other circumstances, might be pursued to great profit.

It will be noticed that such a scheme of tutors would fit in excellently with the schemes now being planned to appoint 'Youth Leaders', and would complete them. As Youth Service develops, we must expect a reaction on the school and a demand for similar facilities at an earlier age.

¹ Since the number of children in our schools is diminishing so fast, there should be no difficulty in finding the necessary staff.

(iii) It goes without saying that the salaries paid to teachers should not depend upon the school in which they happen to be working, but upon their experience and qualification (*not* merely academic). Probably four scales would be required, with merit bars.

3.—*Reform of the Curriculum*

This is a matter of great urgency, but it is too wide and too complex to discuss here. Briefly, however, it may be said that we must make sure that the knowledge we present to adolescents is relevant to their needs and to the conditions of twentieth century industrial society. What is needed is a change from curriculum centred on linguistic and literary subjects to one planned round the natural sciences and the social studies.² In other words, we should be showing our pupils how modern man has learned to control and to use the natural environment, and explaining to them how human institutions have arisen and are maintained to serve his needs.

In addition, more time must be found for the pursuit of the arts and for manual activity, and there should be, say, two half-days a week set aside for school visits, expeditions and project activities of all kinds.

Certainly not more than one foreign language (if that) should be studied—probably a modern language. Arguments have been advanced in favour of 'general language' courses, an idea which certainly deserves exploration. There is no reason why French should retain its present predominant position—its claims are probably weaker than those of Russian, German or Spanish, and probably no stronger than those of Italian, Scandinavian or Portuguese. One way out of our difficulty—a way which incidentally would meet commercial needs—would be to encourage the study of various languages in different regions according to their trading links, *e.g.* Scandinavian in the Newcastle area, German in

² The term 'Social Studies' here is intended to include material drawn from history, geography, economics, anthropology, psychology, civics. Or, rather, the study of the group of human activities from which, at an advanced stage, these subjects are isolated.

LAMLEY & CO.

The South Kensington Bookshop

Books as tools, relaxation, stimulus, gifts.

Order early this year to help the Post Office.

BOOKS, STATIONERY, ARTISTS MATERIALS,
CHRISTMAS CARDS AND CALENDARS

1, 3, 5, Exhibition Road, London, S.W.7

Hull, Dutch in Harwich, French in the Dover and Southampton areas, etc.

One last point : it is not economical to rely as much as we do on the class-method of teaching. We should do more to encourage enquiry, original work, private reading, individual study. This we cannot do unless schools are provided with really good and adequate libraries and unless these are available many smaller rooms for group work.

4.—*School Architecture*

Some recent school buildings are already more or less adapted to the kind of work modern schools ought to be doing, but even the best of them would have to be altered before it was suitable for carrying through the schemes envisaged. They would need fewer classrooms, several small halls well equipped with demonstration bench (for science), radio, cinema, lantern, screen, etc., many workshops for painting, pottery, metalwork, woodwork, science, etc., a small museum, a very good library.

We cannot expect to be provided at once with all this. But it is not necessary for school buildings to be highly finished : given the will, we could make an excellent start with what we have—what is needed is a minimum of help from builders and a maximum from the pupils themselves.

Conclusion

I fear that those who have had the patience

to read thus far will have the unpleasant feeling that the schemes suggested are scrappy and incomplete. This is chiefly the result of over-compression, of the attempt to expound within the limits of an article what needs a book for its full exposition. But it is well to note such a book would be largely a compilation from others : the detailed application of the suggestions made has been worked out elsewhere, the data merely need to be brought together.

Lastly, I must stress once more the fact that I have tried *not* to present any new or original aims or objectives. For any individual to do so is futile—the ends of education are socially determined. Indeed, I am sure that many teachers would claim that they were already trying to do all that I have suggested. Still, they would agree, I think, that they were not markedly successful. No doubt, this is partly the result of inexperience—free and universal education is a recent social invention which we have not yet learned to use to the fullest advantage. Partly, too, this comparative lack of success is due to our not having envisaged our objectives clearly nor pursued them purposefully. And most of all, perhaps, because the very structure of our system—the buildings and the curriculum as well as our ideology and our prejudices—have militated against success. In a word, because we have tended to let tradition do the work of intelligence and because we have not set ourselves with sufficient energy to the task of reform.

LARGE DEPT. FOR EDUCATIONAL BOOKS

F O Y L E S

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB ! Members buy Books published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone : Gerrard 5660 (16 lines)

The Implications of these Proposals for the Training Colleges

E. M. Williams

University of London Goldsmiths' College

CAN so small a change as the suggested alteration of the age of transfer from one school stage to another have any appreciable effect on the methods of training teachers? The answer is 'Yes', because of the importance of the factors which make change desirable, and because the aim of the school is altered by the new age range of the children it serves.

The training given to teachers is largely determined by the demands of the schools, for education is a social process and the teacher works not to himself but within a school society whose assumptions govern the lines along which he may work. Yet, as in all education, the student must be prepared to face a *future* world, not the present conditions presumed to be changeless. The brief history of the training of teachers in England shows clearly how dependent it has been on the conception current at the time of what a teacher's job should be in the society then deemed desirable. Its inception was due to the large classes and formal instruction that seemed necessary at the beginning of the nineteenth century to create a literate population. Its development came with the recognition that very young children could not benefit from such mass instruction, and that children over ten must be taught more than the three R's if they were later to contribute to the industrial and commercial prosperity that was the goal of mid-nineteenth century England. At the turn of the century it was widely realized that education is far more subtle and complex than had been assumed in the system of payment by results. The founding of Departments of Education in the Universities was an excellent consequence of this, but in practice the training given in these Departments has been generally confined to Secondary School work, thus accentuating the cleavage between the Secondary and the Elementary services. We must return to this problem later.

Another consequence of the dissatisfaction with nineteenth century emphasis on facts and tools was the extension of the personal education of intending teachers to include Secondary schooling in place of the pupil teacher period. Beneficial as this has been in developing the powers and improving the status of teachers, it has had two unforeseen consequences, which will have a serious influence on the suggested developments of education for children over thirteen. It has created a body of teachers working in Senior Schools who have themselves had no experience as pupils of such schools. They find themselves in a different tradition working under another code. If the administrative and economic differences between post-primary schools were adjusted, the subtler social distinctions would be diminished. Further, the Secondary Schools have given teachers an education heavily biased on the bookish side and often sadly out of contact with the practical needs and interests of the majority of our people. Education for all children until 15 or 16, with part-time education to 18, is going to require not only far greater numbers of teachers but a particular *kind* of teacher, one versed in the ways and wisdom of the common people and familiar with the conditions of their working lives, one who has their confidence and shares their pride. Teachers have to be not merely people who know but people who can do and make.

Training for the Nursery-Infant Group

The education of very young children has been a challenge to educators for centuries. From its consideration many of the most profound changes in theory and practice have come. The Nursery Schools of the last thirty years, growing from the new discoveries in psychology and the urgent need for skilled handling of children between 2 and 5, have shown us how to foster their physical and emotional development. So valuable has this proved that it is suggested that the period

from 2 to 7 or 8 should be generally regarded as a new unit of education, in harmony with Nursery School methods and allowing the children to grow steadily in bodily and mental powers, among teachers who work in ready collaboration, until they have passed the first hurdles in formal education. If this new unit were established, teachers taking Nursery Training would take a longer view, be ready to watch the effects of their work on the children's progress in reading and number, and be trained to teach these processes at the later stages if the need or the wish should arise. Conversely those who wish to teach children from 5 to 8 would understand the importance of training children from 2 onwards in healthy habits of body, in independence and control, and of providing them with ample opportunities of free play and of equally free individual and group work. It must be emphasized that what is contemplated is not an impoverished form of Nursery School grafted on to an Infant School whose goal is the mastery of formal skills. Rather the Nursery School tradition would grow into something more comprehensive and the special Training Colleges would broaden their courses and work in closer contact with Colleges training for the upper age ranges. More Nursery Training courses would also have to be provided in the two-year Colleges to allow for the great increase in the number of teachers required by a nation which really nurtured its young children.

Training for the Primary School

The greatest difficulty in training teachers for the present Junior School lies in preparing them for the 7-year-old class. These children are assumed to be ready for the greater formalism and the increased reliance on the printed word that are characteristic of this stage. Yet many of them have been at school for little more than a year and are not able to read nor to write nor to set down figures without great labour. Students who train for the ages 7 to 14 have usually had no time for 'Infant' method, which is precisely what these 7-year-olds need. To put an 'infant-trained' teacher in charge of this class is a partial solution but, with the present shortage of such teachers, hardly a practicable one. Allow an additional year in the Infant School for those

children who need it in order to be ready for the intellectual and social demands of the Junior School and teachers can then be trained to watch and record the development of each child and to send him on when he is personally mature enough for the next stage. Some of the more progressive colleges are already planning special courses dealing with this transitional year. Much more remains to be done if teachers are to be available for this work in sufficient numbers.

The cramping effect of the Special Place Examination between 10 and 11 is the other serious problem facing Junior School teachers. Certainly lively, happy children can be found working adventurously and with fine determination and persistence. Many students in training prefer these active, vigorous children of 8 or 9, but the shadow of the examination darkens much of the English and arithmetic teaching and too little time is left for the constructional work through which children at this age learn so much. Remove the examination bar, extend the course, and the Junior School teacher sees a new prospect and a new purpose. To teach the 8 to 10's, students need to have had opportunities to investigate and experiment along the lines of the children's interests in the life of street and shop and countryside, so that the perfecting of their techniques of expression and construction serve those interests. Some of this training could best be given in camps and on school holidays. The last two years in the Primary School, the exploratory years, as Professor Clarke has called them, involve considerable changes in the preparation of teachers. A wider range of subjects must be taught than is now possible: the foundations of a language other than English, the practical basis of geometry with its opportunities of logical argument, the symbolical statements of algebra indicating the power to deal with abstractions, more formal scientific study. This work is well suited to students who have taken a degree of not too narrow a scope, provided that in their training year they have made a special study of the ways and capacities of children of this age. This might well be a new feature in some University Training Departments whose students often do not obtain the posts in

VIENT DE PARAÎTRE
GAI, GAI, L'ÉCOLIER

36 illustrations. Prix 1/3

Nous conseillons vivement aux Professeurs de français de demander à examiner ce nouveau livre attrayant et d'une grande originalité. Ils y trouveront un grand choix de matières : Jeux de Vocabulaire, Poèmes, Chants, Jeux de Société, Problèmes de Mots croisés, un Roman complet, une Saynète amusante, etc., etc.

EVANS BROTHERS LIMITED
44-48 Clarence Road, St. Albans, Herts.

Secondary schools for which they have been prepared. It may be that some Secondary Schools will be reluctant to relinquish these foundation years, yet if there can be a closer collaboration between Primary and Secondary Schools, no more serious break need occur than happens now with subjects taught in both schools. Indeed, any change that brought the schools into joint discussion would help to break down an artificial and unpleasant barrier. Training in the same departments or colleges would facilitate such co-operation.

Some degree of specialization would also be required for teachers of craftwork and aesthetic subjects, for the discovery of special talents of this kind are as important as the more academic. A supply of teachers suitably qualified is already at hand among those who have taken an Advanced Course or a Third Year in one of these subjects, but the supply is inadequate to the new demands. A deferred Third Year could be made attractive to teachers with the necessary aptitude and liking. Among them might be many who had missed a chance of developing their talent through the academic bias of their college course, including some who hold a Teacher's Diploma. Two-year Colleges are generally well equipped to undertake this training, and there would seem only to be superficial barriers to their courses being open to students in University Training Departments where facilities are restricted.

One other great demand the changed Primary School would make on the Training Colleges : an extended psychology course in which students could be fitted for the observation and recording that are needed to replace the competitive part of the Special Place

Examination. As experience of children is essential to such work, a deferred Third Year in Education would seem to be called for. Indeed such a course is long overdue, for it is only after a period of continuous teaching in a responsible position that the student can deal with some of the more difficult educational problems, such as the teaching of backward children, emotional instability, the handling of a class which is not co-operative. If the satisfactory completion of such a course ranked as an additional qualification, and proper allowances were made during attendance, teachers would be forthcoming. It seems obvious that students who have taken a one-year course at a University Training Department should also be able to regard this additional qualification as open and useful to them.

Training for Post-Primary Schools

The most fundamental changes are required in training for the post-primary period, for present practice is startling in its anomalies and separations. University Training Departments send out more students prepared for Secondary Schools than the schools can absorb, yet many Secondary teachers are still quite untrained. The overflow from the Departments take posts in Senior Schools as a rule, where they work alongside those who have been specially trained for such work. Teachers in Technical Schools have rarely been trained at all, for few courses for them exist. Since salaries and social status differ as they do, it is not possible to arrange such interchanges of staff as would often be desirable. With the great extension of education that is foreshadowed, teachers will be required in numbers far beyond those now in training.

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

Special courses will have to be devised, for it is becoming evident that all who share in guiding adolescents need some knowledge of psychology and the social purposes of education. That many would also profit by studying the art of instruction can hardly be doubted. It is possible that from such short-term courses a minimum requirement in training for all teachers would develop, while further periods could be spent in more specialized preparation for a particular age or subject. It seems unlikely that our present institutions will be sufficient for the numbers required, nor have they the facilities for the practical training needed by those who would work in part-time schools for youths over 16. Organizations outside the schools and with a different approach to young people may be called upon to help.

The economic significance of education at the post-primary stage affects training to a degree not yet realized. Of great value to the profession and to the Colleges are those recruits from industry or commerce who come late to be trained. Many more of such people could be usefully employed with the over-13's. For those who enter College direct from the schools, not only a study of Social Science and the economic and social life of a particular district is required (this is already undertaken in some colleges); such knowledge needs to be made living through the personal experience of the student. For certain periods during the school or college course, students should be expected to work at ordinary industrial or commercial jobs. Many of the more enterprising of Training College students have already proved the value of temporary jobs in shop or factory or hotel, or in agriculture, in enabling them to see conditions from the inside. In every school, teachers with special knowledge are required, who can act as advisers, or tutors as Mr. Lauwerys calls them. For such work a special course, say a Third Year course in Social Studies, taken after a period of teaching would combine the first-hand study of industrial openings with more advanced work in the psychology of adolescence.

The student who has had experience of democratic organization in College and University, and has realized the significance of his

own profession, has laid a good foundation for post-primary work. He must add to this a wide enough experience of other ways of life to enable him to perceive imaginatively the value to other workers of *their* labour and *their* leisure. With the wide range from University social groups to the contacts made in workshop or office, the teacher should be set free from class prejudices and become in the true sense a good mixer. Personal relationships have a profound influence in adolescence, and the teacher who is to guide the young through the complexities of family difficulties, of the disturbing influence of the opposite sex, of admiring or disillusioned friendships with older people, must himself be harmonized, independent, and clear-sighted. Life in a residential college gives in part the variety and assurance required, provided that it is not too cloistered or prescribed. If Colleges could share the life of a University, a greater diversity of interests and of emotional relationships would become possible. Separation from the opposite sex and from those entering other professions must necessarily restrict growth. To achieve the self-direction that is all-important for those who would train the young in enterprise and confidence some corrective must be found to the passivity of much of our education. Less formal lecturing, more discussion in small groups and independent study would contribute. The help of practising teachers and of those who have experience of young people in factories and clubs might be enlisted more fully.

To sum up there seem to be three main lines of development in teacher-education:

(1) One-year courses for those who have taught for several years and are ready for advanced or specialized study, to qualify for more responsible work. During the period of rapid expansion short courses would have to be provided for suitable recruits from other fields.

(2) Wider experience of industry for students, to cross-fertilize knowledge *about* the world with activity *in* it.

(3) Closer co-operation between different types of training institutions and the recognition of teaching as a profession justifying an education faculty in universities.

New Education Fellowship Oxford Conference

THE English Section of the New Education Fellowship held its third conference this year at St. Hilda's College, Oxford, on August 21st-26th. Following up the two earlier conferences, the programme of this gathering was planned to provide some further and more intensive study of the sociological approach to education, under the title of **Towards Education in a Planned Democracy**. In the course of the five days a great many problems were discussed, both in the lectures and in additional meetings and conversations, and a strong conviction emerged of the importance of the social task that confronts educationists and of the rôle to be played by the N.E.F.

In opening the conference Professor Fred Clarke stressed the key position of Britain in the building of a new world and the unprecedented moral demands that would be made upon the British people. The hope of the world lay here. In accepting our right to freedom we must be sure that we were prepared to accept the responsibilities which freedom entailed. We had to realize that human values could only be sustained by human beings, and that the values for which we stood had to be achieved in our own lives.

The main part of the programme consisted of three courses of lectures. The first, by Dr. Karl Mannheim (London School of Economics), was on *Human Nature and the Social Order*. The second and third applied the sociological approach to the problems of education. Mr. J. A. Lauwerys (Institute of Education, London University) studied *Recent Advances in Educational Theory and Practice in the U.S.A.* in terms of the changing social and economic conditions, while Dr. H. G. Stead (Chief Education Officer, Chesterfield) dealt with *Modern Society and English Education*.

Dr. Mannheim said that the problem of human nature and the social order always cropped up afresh at times of great change. The characteristic of human behaviour was its wide flexibility. It was not limited to the patterns of fixed instincts, and the forms it took were largely conditioned by society and its institutions. Thanks to differences of environment, education and tradition there were great differences of behaviour pattern between individuals and between groups. The management of the conflicts which result and the achievement of individual adjustment were important tasks of social work and education.

To set the individual and society over against one another as independent opposites was to misread the position. Human behaviour always had the two aspects, individual and social, and the solution of human problems required constant attention to both. Moreover, man did not live in society as such, but in smaller groups of which there were innumerable different kinds. Dr. Mannheim analysed the changing functions of one important group, the

family, from pre-industrial times to the present day.

Changing economic techniques had given rise to violent repercussions in the social structure, especially in the sphere of work and leisure. It was necessary to disentangle the effects of capitalism, the division of labour, the mechanization of work, and urbanization—which were not one and the same thing. Out of these comparatively recent developments had arisen the problem of leisure. We had seen leisure exploited commercially and we had seen it organized by totalitarian states. In a planned democracy neither of these procedures would do. Once we had secured a reasonable distribution of leisure, what was needed was the presentation of opportunity, together with the guidance which a well-conceived education for leisure could give. Rightly handled, leisure could be a powerful democratizing agent.

Mr. Lauwerys, after outlining some of the historical circumstances which had given American society its special characteristics, drew attention to certain features of American education. Because education had the specific function of welding diverse elements into a nation, American schools were closely related to the society in which they worked. There was also a liking for anything new, which showed itself in a willingness to experiment and to introduce unorthodox studies. The discussion of educational theories was very vocal. Theory was possibly better than practice in the States, as contrasted with England where practice was probably better than theory.

Americans were convinced that the problems of personal and social living were proper subjects to be dealt with in school and college, and they had done valuable pioneer work in this direction. Self-realization and satisfying human relationships were deliberate educational objectives. Sex, for instance, required something more than lessons on reproduction; its psychological aspects were of no less consequence than its physical aspects. There were schools which studied these and other problems of human relationships in concrete terms.

Another sphere in which good work was being done was that of youth. Mr. Lauwerys suggested that, instead of always looking at what the dictatorships had done for youth, we should study what American democracy was doing in its camps for reafforestation and other practical projects.

Dr. Stead's course turned attention to the English scene and, with a wealth of illustration drawn from experience, he considered the bearing of the sociological approach upon our actual practice. If we were to reconstruct education we needed first of all to clear the ground of weeds. England had a long tradition and Englishmen were prone to cling to whatever was there because it was there. Instead of a unified educational system, for instance, we had

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 162 WESTBOURNE GROVE, LONDON, W.11.

accepted the existence of three or four parallel systems with different historical origins. We needed to investigate the social circumstances from which our various institutions, our curricula, and our methods had sprung, in order to discover their original functions. Then in terms of functions we could rebuild, using whatever in our traditions still served a relevant function. The present crisis challenged education to be creative—to break away from its conditioning by past society and see how far ahead we could go. There were a great many issues in education on which we simply did not know enough of the facts to reach correct conclusions. We needed a great deal of research—into the purpose and composition of the curriculum, for example. We needed to work out a much closer co-operation between the school and other social agencies. We needed to reconsider administration, the organization of our schools, and the training of teachers. It was particularly important at the present time that teachers should have the best available knowledge alike of the facts of human behaviour and of the elements that make up the social milieu.

The foregoing paragraphs can do no more than hint at the substance of the three courses of lectures. It is hoped that in the next issue of *The New Era* we may be able to give a fairly full account of their contents.

DURING the conference a number of meetings took place, including one of the Council and Executive Committee, to consider the future work of the

English N.E.F. It was felt on all hands that a great job was waiting to be done, first, in helping educationists to realize the social nature of their work and the social consequences of their standpoint, and, secondly, to make the wider public aware that it should claim the best that was known for its children. The conference undoubtedly made those who attended it more keenly aware of certain vital problems, of the nature of those problems and of some of the factors necessary for their solution. It left members with a strong conviction that they should pursue their own studies further, experiment, and make known to others what they had learnt. It also left the conviction that the entire welfare of the child, not his schooling alone, was the concern of educationists.

The N.E.F., as was said again and again, stands in a unique position because its educational sphere is not specialized and its membership is not confined to the teaching profession. Both the conference and the Council declared emphatically that the N.E.F. should 'go all out' to tackle the job which the course of the discussions had brought up in clear outline. A series of practical suggestions emerged and members were called upon to do their utmost in their own localities, by calling meetings, arranging discussions and in other ways, to take their share in this work. The Council also decided to draw up a statement of the English N.E.F.'s position in relation to the future of education and society, which should be the basis of a new leaflet for the Fellowship.

New Education Fellowship News

N.E.F. INTERNATIONAL CONFERENCE

First news has now come through of the success of the 8th International Conference of the N.E.F., held at Ann Arbor, U.S.A., in July. More than 2,000 people attended, among them over 100 from Canada and a similar number from Latin America. This was the first time that there has been an exchange of views between Canadian and South American teachers.

The visit of the Latin Americans, to which the United States Government attached so much value that it made a special grant to bring them, was especially successful from the N.E.F. point of view. Key persons were brought into contact with the Fellowship and all of them are planning to set up N.E.F. groups on their return home.

**International Headquarters,
Temporary Address :
162 Westbourne Grove, London, W.11**

Another significant result came out of the Conference. Under the leadership of Professor W. H. Kilpatrick and Dr. Reinhold Schairer (of London University), a group of delegates, from six countries, met to consider the rôle of education immediately after the war. A statement was presented to the whole Conference which may prove to be the starting-point of important international collaboration over the task of education in the reconstruction of the world.

'Reconstruction in post-war education', to quote one paragraph, 'must reach into every form of our economic, political and social life. What is done in the post-war phase will matter more than in normal times and will be more deeply felt. Without careful

planning and preparation of the educational element in this reconstruction, Europe will again collapse.'

The statement sets out a series of affirmations on the meaning of education and its relation to society. It goes on to outline some of the paramount tasks that will face us at the close of the war (beginning with the feeding and care of all children of all nations) and suggests ways of tackling them. It then states some of the principles which should guide reconstruction within education itself and finally proposes steps to be taken now in preparation for the work ahead.

Anyone wishing to have a copy of the Statement should send a post card to the N.E.F. London Office at the address given above.

Book Reviews

Education in the Territories and Outlying Possessions. By Charles F. Reid. (Published by the Columbia University, New York, 1941. Price \$3.85.)

The administrator of colonial territories has at his disposal three forces with which to determine colonial evolution. These three forces are educational, social and economic. Of the three the force of education is most within his control, for in its field bolder initiatives can be undertaken. It is the most important because it operates directly upon the young malleable minds of the rising generation. This fact has not often been realized because of a lack of systematic, objective studies of the results of educational work seen against a background of history, race, culture and government. Mr. Reid's book carries out precisely such a systematic objective survey. It is excellently written and contains a wealth of material that must have taken many years to collect and arrange. As a factual study alone its accumulation of statistics represents a substantial contribution to our knowledge of the problems of education in the Territories and Outlying Possessions of the United States. But it is much more than a factual survey of problems. For all the regions considered, Alaska, Hawaii, Puerto Rico, Guam, Samoa, the Canal Zone, and the Virgin Islands, a detailed scheme of educational reform and advance is presented that is clear, practical, and in line with modern educational thinking.

The fact-finding part of the book (by far the largest part) gives such a very clear picture for all the territories of the historical background, economic institutions, political life, and educational problems involved that any criticism must be set against this achievement of solid worth. It is not, however, quite clear from the text if this picture has been compiled purely from documentary material and the evidence of workers in the territories considered, or if the writer, in collecting and assessing this wealth of material, has a personal, direct knowledge of the local situation. The whole study is admirably scientific and objective but the kind of picture that

ENGLISH SECTION CONFERENCE

The third conference held this year by the English Section of the N.E.F. took place at St. Hilda's College, Oxford, on August 21st-26th, under the title *Towards Education in a Planned Democracy*. Some 140 people attended the meetings, a report of which appears elsewhere in this issue of *The New Era*. We are very grateful to Miss Mabel Carnell, who kindly acted as Conference Hostess.

The Conference was in every way highly successful. It was particularly encouraging that members declared emphatically their faith in the N.E.F. and their eagerness to work individually at the tasks which the Fellowship desires to undertake in the present situation.

may be drawn of educational endeavour based on departmental files, official reports, and even expert witnesses does not necessarily correspond to the actuality. This is not said in any way to disparage the quality of this work. Within the limitations that the author has deliberately set himself it is a notable piece of work. Nevertheless these limits themselves indicate the need for a still further study of education in the Territories and Outlying Possessions based purely upon a field survey and including the evidence, not merely of administrators and educationists, but also of Eskimos, poverty-stricken rural teachers, Mulatto sugar planters, magistrates, high school pupils and other representatives of all the many races and types for whose benefit all this official labour in the world of education is designed. It is, therefore, to be hoped that this wide documentary survey of Mr. Reid's will lead on to the setting up of a survey mission to visit each of the territories in turn.

In some ways the most interesting portions of the book are those which give carefully reasoned schemes of progress and reform for each of the territories considered. These are by no means doctrinaire solutions to difficult problems worked out in the academic calm of the university library. They are eminently practical proposals and many could be applied in a preliminary way without waiting for comprehensive legislation or large financial measures. If Mr. Reid's careful study results in practical progress he will have been repaid for his long and meticulous labour. Although his proposals for reform are in line with modern educational trends, they err, if at all, on the side of caution and conservatism. Here and there one would have welcomed the suggestion for a bold piece of experimenting, not indeed over a large field, but in the initiation of a particular educational institution working out a policy and a curriculum that might show the way for later and more far-reaching changes.

One example will suffice to illustrate this point. In Alaska there exists, in effect, a dual system of schools: Federal schools for the native Eskimos, and Territorial schools for the white population and 'children of mixed blood leading a civilized life'. It would be impossible to find a more difficult case to

which to apply the most enlightened principles of colonial education. The numbers of whites and of natives are about equal. The culture-pattern of the two peoples are so radically different that any attempt at fusion might destroy both and produce a hybrid product of no stability or integration. At the same time ultimately one territorial community must grow out of these different racial groups and education should play its part in preparing the ground. There are many strong arguments both for and against a movement towards a united school system. But after much thought the author of this book decides against consolidation of Alaska's two school systems on the rather curious ground that it would be of advantage to the white community but detrimental to the interest of the indigenous population. In the light of the most careful survey of all the facts at the disposal of the author this may be the wisest solution at the moment for the territory as a whole. But an opportunity has been missed of recommending setting up at least one mixed school in which separation might indeed be fairly great in the intellectual field but co-operation strong in the social life of the school. It is true that the different races have greatly differing intellectual needs, but all have certain human needs in common. The mental differences between whites and natives may not require any greater degree of separation than that which exists in the English secondary school between the classical and the scientific 'sides' of the school. It would be particularly interesting to see an experiment of this kind tried out at the high school level. Where such experiments have been carried out in British or French colonial territories it has been found that valuable experience in producing a synthesis of cultural teaching is gained. In Indo-China, for example, a very interesting curriculum of 'Far Eastern Humanities' has been tried in some secondary schools in which a genuine attempt is made to interweave Eastern and Western elements. In all colonies there are individuals who will come to occupy positions of leadership in native society and who must co-operate with other racial groups in any progress that may be made towards a greater measure of self-government. An important preparation for such co-operation in self-government will be the community life and character training of the high school. Often the failure to see the importance of this type of experiment springs from the unconscious inheritance of ideas from the past, which treat education as an intellectual training and not as community living.

It is probably true that in all colonial education there must be a dual emphasis upon wide administrative reforms and individual experimentation. The work of a group of Americans at Moga School in the Punjab has made a notable contribution to education in British India. In the same way Trinity College, Kandy, and Achimota on the Gold Coast, have contributed greatly to progress in Ceylon and Africa. There is, on the whole, an under-emphasis in Mr. Reid's book upon the value of this kind of individual initiative.

In his final conclusions the author confesses that 'the chief failure of educational administration is due to the lack of an educational philosophy based on the cultural, economic and social conditions, and the peculiar needs and problems of each Territory'. He therefore urges the need for setting up a policy-making body with responsibility and authority over the whole field of education in the territories and outlying possessions.

Mr. Reid is unduly modest about his own contribution in this matter. There is implicit in the whole spirit and attitude of his book a philosophy of education that is one of the chief reasons for its importance. It is a philosophy that is deep and far-reaching. It starts from the postulate that the educational clothing of one country cannot be made to fit the needs of another. It is based upon six assumptions that are part of the whole expression of the democratic idea in education. These are :

1. The inescapable responsibility of the Federal Government of the U.S.A. for the educational welfare and progress of the peoples of these territories.
2. The need to develop schemes of participation in the control of education by the people of the territories, as part of the whole process of developing among them a capacity for self-government and independence.
3. The incorporation of vital indigenous culture into educational programmes.
4. The development of an individual type of education suited to a particular place and grouping of races.
5. The provision of a diversity of educational opportunity open to all without distinction of wealth or race.
6. The importance beginning with the provision of a trained and qualified personnel.

These assumptions do not quite amount to a philosophy of education, but they provide some provisional objectives that should help all of those Americans concerned with administration in these territories. It should prevent them from developing a type of education that will produce a confused and unbalanced people. It should lead to the development of schools that slowly adapt the understanding of a wide diversity of peoples and races to a changing world. It should produce leaders proud of their own traditions, sympathetic to American idealism, and with a high sense of civic responsibility. It should help to make education in these territories a unifying and strengthening force within the republican empire of the United States.

B. A. Fletcher

PAPER ECONOMY LABELS

For repeated use of old envelopes.

250 for 3/6 ; 500 for 6/- ; 1,000 for 10/-.

Post free. Cash with order.

A. W. FORD and Co., Ltd. (Dept. N.), Bristol 1.

Political Liberty. By A. J. Carlyle. (Oxford University Press, 1941. Price 12/6.)

No living scholar knows so much about the evolution of political liberty as Dr. A. J. Carlyle, whose monumental work on the political thought of the Middle Ages is one of the glories of English learning. In the present volume the results of his *magnum opus* are briefly summarized in so far as they concern the conception of liberty, and the story is continued in greater detail till the French Revolution. There is not a superfluous sentence in this comparatively small volume, which is packed with knowledge and reflection. While the studies of some little-known writers of the seventeenth and eighteenth centuries are of interest mainly for scholars, the larger part may be read with pleasure and profit by all who value our liberties and care to know how they arose.

The most novel and striking feature of the book is the demonstration that, in Europe at any rate, it is liberty which is old and absolutism which is comparatively new. Most people regard political liberty as the child of the last three centuries, which had to fight for its life against a long tradition of autocracy in theory and practice. This conception, we learn from Dr. Carlyle, is largely erroneous. 'To myself it seems evident that the history of civilization during the last two thousand years is primarily the history of the development of liberty, interrupted indeed on its political side by a curious but passing phase of absolutism in the seventeenth and eighteenth centuries, but this fell to pieces under the weight of its inherent absurdity and incompetence.' What may be called the moral and spiritual foundations of the conception of liberty were laid by the early Christian championship of the worth of the individual soul and by the emphasis of Roman publicists on the supremacy of natural law. There was more political liberty in the Middle Ages than is commonly supposed, for the detestable doctrine of the unfettered sovereignty of the ruler was completely unknown.

The larger part of the book is devoted to the champions and enemies of political liberty in the seventeenth century. The worst offender was Hobbes, whose absolutism was based on his conviction that human beings could only be prevented from cutting each other's throats by completely surrendering their natural rights to an absolute ruler. Even Bodin, the French publicist of the later sixteenth century, who is often described as the inventor of the doctrine of the sovereign state, admitted that the ruler is subject to human and divine law. Weighty thinkers like Hooker and Althusius con-

tinued the proper tradition of the Middle Ages, namely, that the supreme authority was not the ruler but the law. Even in seventeenth-century France, Fénelon, Jurieu, and other eminent publicists attacked the gospel of autocracy preached by Bossuet and practised by Louis XIV. In England the torch of liberty was handed on by men of different schools of thought such as Coke, Prynne, Milton, Sidney, Halifax, and Locke. So far from being an innovator, the leading champion of the Revolution of 1688 is here described as the heir of the great political thinkers of the Middle Ages and the sixteenth century. The briefer survey of the eighteenth century, from Voltaire and Montesquieu to Rousseau and Condorcet, Burke and Paine, tells the same story of the continuity of the liberal tradition. That century prided itself on its rationalism, but its greatest political thinkers based their teaching in part on venerable traditions. Burke was the father of philosophic Conservatism, but his teaching is full of nutriment for the democrat. For he looked behind the law, and even behind the authority of Parliament, to 'the general sense of the community'. And here is a maxim which enshrines an essential part of the liberal faith. 'It is not what a lawyer tells me I may do, but what humanity, reason and justice tell me I ought to do.'

Dr. Carlyle ends his fascinating survey with the French Revolution, which proclaimed the Rights of Man in trumpet tones. Perhaps he may see fit to give us another volume on the nineteenth and twentieth centuries. If he does, he will have much to say on a vital problem briefly sketched in one of his closing chapters, entitled *Who are the Members of the Political Community?* His own reply is clear and firm. 'Full political freedom requires that every person of mature age should have an equal place in the ultimate authority which controls the legislative system.' This axiom, however, has been only slowly and grudgingly accepted, as the history of the campaign for the abolition of slavery and the granting of the vote to women reminds us. He would also have much to say on another vital issue, namely, the relations of economic and political freedom, to which a brief chapter is devoted. As he reminds us, the isolated individual is economically impotent, and his defence against economic oppression is the task of the community. Freedom from want, as we say now-a-days, is as essential as freedom from political tyranny. Dr. Carlyle, like all true lovers of liberty, is something of an optimist, and he believes that it is in the interest of the community that every citizen should have his chance.

G. P. Gooch

Directory of Schools

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS

FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

ABBOTSHOLME SCHOOL, DERBYSHIRE

(Recognized by the Board of Education)

Founded
1889

ORIGINATED THE
NEW SCHOOL
MOVEMENT

Reorganized
1927

A PUBLIC SCHOOL
for boys of 11 to 18, preparing
for entrance to the Universities

A JUNIOR SCHOOL
attached, for boys of 7 to 12
not preparing for 'Common
Entrance'

BASING all education on a sense of reality and on the spirit of loyal co-operation, this school claims to train boys for present-day life through keenness, health, self-discipline, and understanding, using such modern methods as are of proven value. The estate and country surroundings are ideal for the purpose, and visits are invited.

Chairman of Council : Albert Mansbridge,
C.H., M.A., LL.D.

Headmaster : Colin H. C. Sharp, M.A. (Ox.)

Directory of Schools—continued

BADMINTON SCHOOL

(BRISTOL)

at Lynmouth, N. Devon.

Junior School 5 to 11 years

Senior School 12 to 19 years

The School is situated in beautiful and peaceful surroundings where the girls are able to enjoy an open-air life. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

BURGESS HILL SCHOOL

REDHURST, CRANLEIGH,
SURREY

*Boys and girls day and
boarding from 5 to 14*

The school moved from Hampstead at the outbreak of war, and is now thoroughly adapted for boarders in the country.

Special emphasis on art, music, workshop and creative activities besides the usual academic subjects.

Fees £100—£120 a year.

ANTHONY WEAVER, B.A.

KENNETH ALLOTT, B.A., B.Litt., D.Th.P.T.

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal:
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

KING ALFRED SCHOOL

NOW AT

Flint Hall Farm, Royston,
Herts.

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads:

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal: Miss MARGARET LEE, M.A. (Oxon.)

Late University Tutor in English.

Vice Principal: Miss E. M. SNODGRASS, B.A. (Oxon.)

Directory of Schools—continued

ST. CHRISTOPHER, LETCHWORTH

The School during the Summer Term has been full

Montessori Department 29 Junior School 89 Senior School 132

The teaching staff numbers 24 (full time)—12 men, 10 in the Senior School.
There is a Post Certificate group of 27. There will be a few vacancies for the Spring Term 1942.

BEDALES SCHOOL

PETERSFIELD HANTS (*Founded 1893*)

A Co-educational Boarding School for boys and girls from 11–19. Separate Junior School for those from 5–11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4–19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster:

JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' Boarding school (4–18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120–£150 per annum according to age of admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

ROCKLANDS SCHOOL

Co-educational, Boarding and Day, Aged 4–17

ROCKLANDS SCHOOL has now been a year at Carbis Bay, Cornwall, where it occupies fine premises, 250 feet up, overlooking the bathing sands of Carbis Bay. Family atmosphere. Modern dietary, meat and vegetarian. Individual, active methods with high academic standard. Fees £100 a year inclusive of dancing.

Application to the Headmaster : W. T. R. RAWSON
(B.A., Hons. Camb.), Rocklands, Carbis Bay,
Cornwall. Phone : St. Ives 414.

BRYANSTON SCHOOL

BLANDFORD, DORSET

Headmaster : T. F. COADE, M.A.

SEVEN SCHOLARSHIPS (£80–£30), including a MUSIC SCHOLARSHIP (£40) and SOME COMPETITIVE BURSARIES value £50 will be offered in May 1942. Awards tenable for four years. Boys should be under 14 on June 1st.

Fees 155 guineas per annum, inclusive

Full particulars from the Headmaster.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : ELEANOR URBAN, M.A., HUMPHREY SWINGLER, M.A.

Boys and Girls from 3 to 18 years.

Secluded position on Devon-Dorset border.

Produce from School Farm.

WENNINGTON HALL via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees: £90-£100 a year, with reductions in certain cases.

*Headmaster : KENNETH C. BARNES, B.Sc.
(Tel. : Hornby 266.)*

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari

All further particulars from the Headmaster

BEVERLEY SCHOOL CLUNES LODGE, near BLAIR ATHOLL, Perthshire

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18; small brothers (aged 6 to 8) also received.

*Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.*

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to
NESS STRANGE, near SHREWSBURY.
90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

FROEBEL PREPARATORY SCHOOL Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

PACCOMBE SCHOOL

HARCOMBE

Near SIDMOUTH

SOUTH DEVON

(Late CUDHAM HALL SCHOOL)

Safe, sheltered position overlooking one of Devon's loveliest valleys, and in the immediate vicinity of farms and orchards. Own productive fruit and vegetable gardens. The house has a south aspect and is completely modernised and fully equipped as a Home and School for children 2-12 years.

A happy community of adults, children and animals living together in an atmosphere of friendliness and mutual trust and respect; essential conditions for Growth. Fees £90 per annum. Entire Charge £120 per annum.

Principal - Miss M. K. Wilson

CHILDREN'S FARM, Romansleigh, N. Devon

for girls and boys from 3-13, provides good progressive education in untroubled countryside. Froebel methods, well qualified staff. Riding, animal care, crafts. Mrs. FALKNER, B.A.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A.; AGNES E. CRANE.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16.

Emphasis on languages.

Modern dietary.

Mrs. E. PAUL, Ph.D.

Directory of Schools—continued

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress: Miss Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

CHILDREN'S HOUSE for 12 girls under 15, attached Llandaff School, Cambridge. Progressive Preparatory. High standard without pressure or competition. Individual attention. Musical training, handwork, games. Moderate fees.—Miss Tilley, M.A.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

CHINTHURST SCHOOL, Tadworth, Surrey. Preparatory School for Boys. Pre-Preparatory house for Girls and Boys. Friendly atmosphere. Riding. Swimming Pool. Children from other countries are welcome. Holiday pupils taken. *Apply* Principals.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

ST. CHRISTOPHER'S, Great Missenden, Bucks.
Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. *Apply* Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL, now at SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls. Preparatory for boys and girls 4-10. Boarding and Day.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, skiing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organizing experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

ENGLISH GIRL, physical training diploma, international education, languages, handicrafts, junior work, domestic science, urgently seeks post. Box 232.

NURSERY SCHOOL of about 15, in full charge of psychologically trained nursery school teacher, wants to join up with small progressive school near London. The Chalet, Wytham Wood, OXFORDSHIRE.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams: CHISWICK 6011

Annual Post Subscription: 8s. (\$2.50). Single Copy 6d. (8d. post free); 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

NOT TO BE REMOVED
FROM THE LIBRARY

THE NEW ERA

IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

NOVEMBER 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 9

CONTENTS

	Page
NOW AND TOMORROW—VIII:	
EDUCATION IN A PLANNED DEMOCRACYVivian Ogilvie	217
EDUCATIONAL RECONSTRUCTION AFTER THE WAR	226
PREPARATION FOR LIFE AND WORKAnne Armson	231
AND MY SEXJoyce Swale	235

NOW AND TOMORROW—VIII

Towards Education in a Planned Democracy*

Vivian Ogilvie

Organizing Secretary,
English New Education Fellowship

A CLEAR trend of thought has shown itself progressively in the three conferences held this year by the English Section of the New Education Fellowship. Its significance may best be appreciated if we bear in mind the earlier development of the New Education movement.

The 'New Education' began with an assertion of individuality, and in particular of the personality of the child. At that first stage the main stress was laid on freedom, because the most conspicuous obstacles to the flowering of the individual personality were authoritarianism and standardization. N.E.F. thinking did not, however, fossilize at that stage. Being a movement, it moved. The next two stages

were, broadly speaking, (1) the recognition that whatever we claim for 'The Child' must be claimed for all children; and (2) the recognition that the individual has to find his place in the community, indeed, that only through social participation can he attain full stature as a personality.

In taking these two steps the N.E.F. has acknowledged that its educational stand has political implications. The first step involved allegiance to democracy and internationalism—an easy committal in the 1920's. The implications of the second were not so immediately evident; their exact nature has only appeared after some considerable exploration. The recognition of the individual's dependence on

* It was hoped to publish in this issue an extensive résumé of the three courses of lectures delivered at

the August conference of the English N.E.F.: Dr. Karl Mannheim on *Human Nature and the Social*

and obligation to society coincided with a general swing of the pendulum which reached its extreme in the Nazi and Fascist subordination of the individual to the state. There were even progressively-minded educationists whose swing-over came perilously near that extreme. The N.E.F., while accepting the correction of the previous over-emphasis, saw the danger of Fascism and sought to keep a balance, as was shown in the manifestoes issued by the American and English Sections at the end of 1938 and the beginning of 1939.

The assertion of society's claim on the individual and the need for socialization are not the end of the matter. A bigger issue is raised, which the actual experience of Nazi Germany thrust into glaring prominence. We have been forced to realize that in any case, whether we like it or not, society does take the individual in hand and employ a whole battery of agencies to fit him into its pattern. We have to discard that characteristic illusion of the liberal age, the illusion of education as something autonomous, independent of the society in which it operates, engaged in making an individual in a vacuum. Education is always a function of society, an expression of a given form of society.

It cannot, therefore, be a matter of indifference to us as educationists what sort of society we are living in—for that is the sort of society into which our individuals are being socialized. We cannot, without moral suicide, admit that any and every sort of society has an absolute claim to 'socialize' its members.

We come back, after a roundabout pilgrimage, to the standpoint of Plato and Aristotle. In the *Republic* Plato rounds upon those who charged the sophists with having a corrupting influence on the young. You yourselves, the public, he retorts, are the real sophists. The community is the most complete and thorough educator, against whose forceful influence

'private education' is powerless. It is society which teaches virtue. In the language of to-day—the values and standards which children absorb are those which society expresses through its structure and institutions, through the behaviour patterns which it takes for granted.

If this is so, then society is our business as educationists. What we do or say in our schools will be fortified or annulled by the pressure of society's actual practice. We must, therefore, concern ourselves with the shaping of what in turn shapes the young, with or against us, and likewise shapes the institutions through which we try to work. We are back again at something like the standpoint of Plato and Aristotle, who thought of the state as a school of virtue, a *pädagogische Provinz*, and of education as part of the supreme art of politics.

But, as always when human thought comes circling round again to some old familiar camping-ground, we are not simply where we were before. We return enriched by the intervening experiences, and time has changed the aspect of the camping-ground itself. Our society is not that of the City State, where the whole population could assemble at the feet of the orator. We are living in an age whose features are quite new in history. In the first place, we are living in the age of mass society; we have populations which vastly exceed anything ever known in the world before. In the second place, for nearly two centuries a continuous stream of inventions and discoveries has been changing man's life out of all recognition. New techniques have given man command over nature's resources and opened up a boundless vista of possibilities. The development of communication has converted the world into a single unit, intellectually comprehensible and potentially manageable.

Notoriously, man has not been able to keep pace with his own cleverness. His knowledge

Order, Mr. J. A. Lauwerys on *Recent Advances in Educational Theory and Practice in the U.S.A.*, and Dr. H. G. Stead on *Human Nature, the Social Order . . . and Education*. Circumstances prevent our doing so. In place of this résumé the above article has been written as an interpretation of the conference as a whole. As those who attended it will see, the author has made liberal use of his notes of the lectures, but he wishes to make it clear that the article does not claim to be an adequate presentation of the three

speakers' views and that the interpretation of the conference is a personal one. Dr. Mannheim's lectures will be embodied in a book at some later date; in the meantime readers are referred to his *Man and Society*. Some of Dr. Stead's views appear in his books: *Full Stature*, *Modern School Organization*, and *Education of a Community*. Readers are also referred to Mr. Lauwerys's article in the September-October issue of *The New Era*.

THE EDUCATION To-Day and OF A To-Morrow COMMUNITY

Dr. Stead has written this book to-day for the community of to-morrow and with the needs of that community ever before him.

It is a startling picture of that drifting policy which has given us an educational system unsuited to the needs of the community ; it is a warning of the chaos, reflected in all spheres of life, which will surely follow continued drifting ; it is a challenge to those who must take up the sociological research which alone can determine the measures necessary to prevent this evil and to those whose duty it is, whether as parents or teachers, to ensure a future of Hope and Fulfilment for Youth.

Send for prospectus of this new book.

Ready shortly.

Price 5/- net.

Dr. H. G. STEAD
M.Sc., F.C.P.

UNIVERSITY OF LONDON PRESS, ST. HUGH'S SCHOOL, BICKLEY, KENT

of physics and chemistry has far outrun his control of himself and his social life. The great advances on the physical side have precipitated great changes in the life of both the individual and society, but they have very largely taken him unaware. They have been blind occurrences. Whole fields of social life, like work and leisure, have had their character changed by these forces ; basic institutions, like the family, have been transformed ; old patterns of behaviour have been swept away and new ones introduced ; novel techniques of influencing human thought and action, such as the wireless and the cinema, have upset the balance of power as between different social groups and rendered traditional techniques of government and education obsolete.

The contemporary situation is a confused scene of uneven developments, in which old and new, obsolete and up-to-date, functioning and not functioning arrangements exist side by side. We are in the painful position of inevitable change. But, however depressing the scene may appear, it is not a hopeless one. For the developments which have led us to the brink of

extinction, also offer us the means of mastering our situation if we will take them.

The crisis came to a head in the phenomenon of totalitarianism. It is important to distinguish between the features of totalitarianism which are due to the Nazi or Fascist ideology and those which are due to the stage of development which we have all reached. Evil as the Nazi regime is, and evil as many of the measures it has taken to solve contemporary problems are, there is this to be said for it. It has recognized more clearly and more promptly than the democracies certain universal problems of our age. We are not called upon to adopt its solutions, but we are called upon to understand the existence and nature of these problems.

The basic fact is that we are passing from the age of *laissez-faire* to that of social planning. We simply cannot go on without taking control of our own destinies and planning our economic and social arrangements. Some kind of planning there has got to be. But planning is not equivalent to totalitarianism. That is only one possible form of planning, and, from the point of view of democrats, it is a bad one. It is a

type of organization modelled on that of an army. But there are other ways of organizing human effort which give due scope to the individual personality and so incorporate what is valid from the individualist epoch. A simple example is the football team, which requires spontaneous individual action within an organized social pattern. The problem before democracies is to devise forms of planning which meet the requirements of our age, while preserving spontaneity, initiative, elasticity, and the freedom of the mind.

At the January conference of the N.E.F. we realized that this was the problem before us and that the creation of such a planned democracy was the intimate concern of educationists. But, while realization of the problem is essential, it is not sufficient. We must add to our existing knowledge of psychology and education a knowledge of social processes, and in that light reinterpret what we know. Having grasped the existence of social patterns and their determining rôle in human affairs, we require to understand the ways in which social patterns and processes affect human behaviour. We need to study the inter-relations between man and his social habitat—a sociological psychology, in Mannheim's phrase.

We face as a preliminary the old problem of human nature and society, a problem that always crops up afresh at times of great change. What is human nature? The advocates of change tend to the optimism of Rousseau: man is generous, self-sacrificing, co-operative, and only spoiled by society. Remake the environment and you remake man. The opponents of change wag their heads sagely and assert that human nature cannot be changed: it is acquisitive, competitive, self-seeking, and strong authority is needed to keep it from running amok.

It is high time that we gave up belabouring each other with assertion and counter-assertion and got down to facts. There exists a sufficient body of information, collected by psychology, psycho-analysis, education, anthropology, sociology, and kindred studies, to justify certain conclusions. This is knowledge which should be placed in the hands of educationists, social workers, administrators, and all other people whose job is to deal with human beings.

The fundamental fact is the difference between man and the lower animals. The behaviour of sub-human animals is mainly an expression of their inherited behaviour patterns, which are called 'instincts'. They are equipped with ready-made patterns, so that they perform complex actions without having to learn them. But these patterns are relatively stereotyped. Their range of variation is small. Even the social life of such creatures as have a social organism, *e.g.* ants and bees, is fixed and never changes. The same patterns are repeated again and again.

Man is distinguished from the sub-human animals by the much greater flexibility of his behaviour. He comes into the world helpless, with very few inherited behaviour patterns. He has to acquire patterns in the course of his individual lifetime by a long process of learning from society's storehouse of patterns. But this initial helplessness is the making of him. It means that, because he is essentially a learner, he can extend the range of his behaviour enormously. He can vary his patterns, he can add to and subtract from them. It is this that makes specifically human societies possible.

Of course, the scope of man's variations is not indefinite. He is not absolutely free. He has an inherited basis. But whereas the instincts of the other animals impose more or less rigid patterns of behaviour, man's inheritance consists of instinctual tendencies, which allow of great variations. Within the very wide limits of these open tendencies he can explore possible changes of behaviour.

'Behaviour' and 'behaviour pattern' are two basic concepts for the study of human nature and society. But to them must be added two more: 'situation' and 'adjustment'. All behaviour, whether human or animal, takes place in a situation and involves some kind of adjustment of the individual to the situation. The difference between human and animal behaviour shows itself in the range both of the situations and of the types of adjustment. Man has to adjust himself to social, as well as natural, situations. But his 'nature' allows him to elaborate a vastly greater repertory of adjustments.

Society consists of a large number of situations to which the individual is constantly adjusting

MORE NECESSARY THAN EVER

Authoritative Information about the U.S.S.R.

THE ANGLO-SOVIET JOURNAL

for July was sold out within 10 days of publication, and a second printing was unable to satisfy the demand. Owing to paper restrictions we can satisfy only those who order copies in advance, but the only way to ensure a copy is by taking out a subscription : 8/- a year post free, and 6/6 to members of the S.C.R. Single copies 2/-, postage 2½d.

CONTENTS OF OCTOBER NUMBER

- | | |
|--|--|
| 1. Anglo-Soviet Unity, by J. B. Priestley. | 6. Socialist Realism, by John Lewis. |
| 2. Greetings to the Soviet Theatre from John Gielgud. | 7. Pioneer Palaces. |
| 3. Joseph Stalin, by Beatrice King. | 8. Mayakovsky Emerges. |
| 4. Attitude towards Work and Workers in the U.S.S.R., by Z. K. Coates. | 9. Scorched Earth. |
| 5. Town Planning, by Arthur Ling. | 10. Notes on Music, Theatre, Science, Medicine, etc. |

Order your copy in advance from any bookseller or direct from the publishers :

LINDSAY DRUMMOND LIMITED, 6 BUCKINGHAM STREET, W.C.2.

himself. Many of these situations are relatively permanent in any given society and the types of adjustment which the society accepts or which have been found suitable become fixed. Society thus supplies a whole series of behaviour patterns which have established themselves and become traditional. What we call 'institutions' are, in fact, nothing but collections of such patterns. As we grow up we adopt the behaviour patterns of our society. We adopt them so thoroughly that many of them work as automatically as though they were inherited instincts. But they are not. They are habits. And although we may speak of them as 'inherited', we should be careful to remember that they are not biologically inherited through the germplasm, any more than an 'inherited fortune' is. This is the great error of the Nazi racial theory. They are part of our 'social heritage', transmitted to us during our individual lifetime by the institutions of our society, by tradition and teaching, language and imitation.

The behaviour patterns which we acquire after birth become part and parcel of us. From the elementary controls, such as our regular

habits of sleeping, eating, elimination, etc., which we acquire in the nursery, up to our loftiest mental attitudes, our selves are being built up under the shaping hand of society and its institutions. In the language of the behaviourists, we are being conditioned.

The fact of social conditioning is not the dreadful thing that some might think. It is a very cheerful fact. For what does it imply in terms of education? It implies that, as regards a large area of human behaviour, we are not face to face with something immutable, like an inherited pattern from which deviation is impossible. We are dealing, on the contrary, with forms of behaviour that can be changed. Where there has been conditioning, there can, in principle, be also de-conditioning and re-conditioning. Naturally, this is not all on the simple plane of Pavlov's and Watson's experiments. There are deeper layers, e.g. deep-rooted fears, which require psycho-analysis. We should make use of all available methods and bring them into relationship with one another. The important fact is that man is to a large extent shaped by social influences and his behaviour can be changed.

History adds its encouragement at this point. Man has already changed many times. As Hume pointed out many years ago, what is called 'national character' has often changed—a fact of political importance at the present time. Such characteristics as the 'property sense', so far from being instinctive, are the results of historically traceable social conditioning. 'Capitalist man', as Weber has shown, was not born, but made. It is, therefore, possible in principle to change forms of behaviour if we set about mastering the techniques of doing so. The efficiency of the totalitarians in changing nations within a short space of time has been due to their awareness of the facts and their energetic co-ordination of all the methods at their disposal.

In the light of what has been said so far, it is plain that the old-fashioned antithesis between 'society' and 'individual' is too cut and dried to be true. Human behaviour always has the two aspects, individual and social, and the solution of human problems requires attention to both. We cannot work on the educational plane alone, nor on the environmental plane alone, if we hope for success. For us who have hitherto concentrated our attention on the individual, attention to the other aspect is now urgently necessary.

The example of America is particularly interesting from this point of view. The U.S.A., not having as England has a long homogeneous history to build upon, has been obliged to see school and society as closely linked together. For one thing, the varied elements out of which a nation had to be welded, called for special measures in creating a sense of loyalty and community. We in England have reached a point where a further integration of our educational forces is needed, not for the purpose of creating loyalty, but for the purpose of creating a more genuine community. We have three or four systems of education—Public School, Secondary School, Elementary School, Technical School—each bearing the stamp of a different social origin and a different economic connotation. We are only beginning to appreciate the importance of the sociological determinants in our education. America has long been aware that education is a social function and has deliberately co-ordinated the efforts of schools and out-of-school agencies.

DARTINGTON HALL FILM UNIT

TOTNES

DEVON

Producer of 16mm. Instructional Films
for classroom use since 1934.

NORTH WEST DERBYSHIRE

SOUTH WEST PENINSULA

NORWAY TODAY

NOMADS

GALAPAGOS

TWO FARMS

STORY OF TIMBER

RIVERS, Etc., Etc.

Lists available on request.

In consequence of this, Americans have tended to see human problems, the problems of personal and social living, as proper to be dealt with by deliberate educational means. Satisfactory adjustment in the sphere of personal relationships, social-civic relationships, economic relationships, is a conscious educational objective.

This approach invites a close analysis of social patterns and processes and a recognition of the important fact that the individual does not live in society as such, but in smaller concrete groups: primary groups like the family, the playground and the neighbourhood, and derivative groups of a wider kind. Each group has its distinctive pattern of behaviour and the individual conducts himself accordingly, *e.g.* the child at home and in the playground. Consequently many of the conflicts which arise within the individual, as well as conflicts between groups, are due to the clash of antagonistic behaviour patterns. There are, it is true, conflicts which can be dealt with psychologically. But where the clash is between antagonistic environments, especially between

University Correspondence College

Founded 1887

Founder : WM. BRIGGS, LL.D., D.C.L., M.A., B.Sc.

Principal : CECIL BRIGGS, M.A., M.C.

TUITION BY POST

for London University Matriculation, Intermediate and Degree examinations; also for School Certificates (Oxford, Cambridge, J.M.B., etc.), R.A.F. Mathematics, Navy Entrance, Pre-Medical, and other exams. U.C.C. is an Educational Trust, not primarily conducted as a profit-making concern. Highly qualified resident tutors. Low fees; instalments. Free re-preparation in the event of failure. Over 10,000 U.C.C. students passed London University examinations during 1930-1940.

PROSPECTUS post free from Registrar,
44 Burlington House,
Cambridge

opposing tendencies within our society, a sociological approach is needed.

Karen Horney (*The Neurotic Personality in our Time*) instances three conflicts in modern man which are due to causes of this kind: (1) the family teaches brotherly love and humility—public activity and business life foster individualism, competition, self-assertion, and aggressiveness; (2) advertisements stimulate desires—unequal distribution of wealth prevents their satisfaction; (3) slogans tell us we are free—experience teaches us that we are restricted in numerous ways. One purpose which must guide reconstruction of society is that of improving the general conditions of society which produce the same conflicts again and again. Another purpose should be the development of techniques for easing tensions and resolving conflicts.

Hand in hand with this type of reconstructive effort should go a deliberate educational effort. Since the first step in dealing with conflicts is to become aware of them in the setting of their psychological and social causes, it should be our policy to use school experiences and

community activities to help the development of social insight and responsibility, on the basis of an understanding of social and economic facts. Here again there is much to be learnt from the experiments made in America.

The educational attack on our problems is particularly hopeful at a time like the present. Provided we are alive to the general truth that education reflects the values and patterns of the existing society, or perhaps of an earlier phase of it, we can also seize upon the complementary truth that in times of crisis like the present education can assume a directly creative function. At such times it becomes a sort of frontier, a region where readiness to change expresses itself. It can operate so that it produces awareness of the existing patterns of behaviour and their sociological origins, and simultaneously it can help to make the devising of new and experimental patterns welcome. In short, it can help to establish the things we want to see in society. It can break away from the existing patterns of society and see how far ahead we can go.

Since the outbreak of the war we in Britain have had a remarkable experience of this function. Evacuation has been a gigantic experiment, compelling us to discard many familiar patterns and find new ones. It has thrust education and social service into a closer collaboration than they had known before and altered the character of both. It has thrown up a vast amount of information on all kinds of educational questions, which ought to be fully and scientifically recorded. It has thrown light, for instance, on the conflict of behaviour patterns between home and school, work and recreation, on the child's ability to develop or adopt new behaviour patterns, on the problems of when to make changes in the child's environment and how to bridge the gaps. The experiments involved in removing children to the country, dealing with their physical needs and psychological troubles, and so forth, point the way to large changes which go beyond the customary sphere of the school and the education office. Perhaps some of these changes are also foreshadowed in other effects which the war has had on British life: in the breakdown of exclusiveness, for example, which has even caused suburban residents to speak to one another.

There is a clear parallel between the conflicts which arise in our society and those which arise within the smaller world of education. The three conflicts mentioned by Karen Horney reappear in education: the conflict between the ideal of the school as a fellowship, a happy family, and the practice of competition; the conflict caused by excessive stimulation and inadequate satisfaction, *e.g.* in the situations brought about by our over-emphasis of the academic aspects of education; the conflict between theoretical freedom and practical restriction. There are conflicts which occur because we do not realize that children have behaviour patterns which belong to their age and which are not necessarily wrong because they are not ours. We, as teachers or as parents, try to impose our adult patterns, our ambitions, our predilections, upon them. It sometimes seems as though our gospel were, 'Except the little children become as adults, they shall in no wise enter the kingdom of heaven'. And there are conflicts which arise through the child's efforts to satisfy several different adults—the parents and the teacher, two or three different teachers, perhaps even father and mother—a conflict which is intensified as the child absorbs attitudes, views, standards, and tastes from the various adults. The child is an adept at wearing masks, he can learn to talk a home language and a school language, but the conflict may be acute before any symptoms of the strain he is undergoing catch our eye.

The conflicts of society are reflected also in the educational system itself and in the community's handling of education. There is conflict between different types of school, with their different social and economic connotations. There is conflict between the claims of education and other activities of society. Was it necessary, one wonders, to plough up children's playing fields and so drive the children into the gang life of the streets? There is conflict between education and employment. After taking care of the child in an environment which is meant for him we suddenly fling him out to work in a factory, shop, or office which is not meant for him and where the prevailing behaviour patterns are at variance with those he has known hitherto. (Cf. Miss Armson's article in this issue.)

These multifarious problems cannot be solved by educational action alone, nor yet by political action alone. They exemplify the general principle that we must work on both planes.

First of all, there is a great deal that we still have to find out. To many questions, educational as well as social, we simply do not know the answers. Instances of comparatively domestic matters of education spring to mind, though, of course, none of them is so domestic that it can be considered in complete abstraction from society. We want to revise our curricula, some items of which persist as traditions without any relevant present-day function. Have the Americans something to teach us with their open treatment of personal and social problems in the school? We want to know the age at which each subject can be learnt with the greatest economy and efficiency. We want to know which types of work are best suited to individual and which to group methods. We want to know which activities are best conducted in groups of equal ability and which in groups of varying ability. On these and a good many other matters research is urgently needed.

Then, carrying the attack into the wider social field, we want a system whereby the youngster passes into adult life by a planned transition, so that from birth until he reaches maturity the educational aspect of his life shall predominate. We want, too, genuine equality of opportunity—a goal that can only be reached as a decision of public policy under the guidance of educationists. Since it does not mean identical educational treatment for all—which would not result in equal opportunity for each—the attainment of this goal postulates a much more generous provision than our society has yet undertaken. Its ingredients will include economic security, proper nutrition, full physical and mental health services, and a field for adventure.

Educationists can add almost indefinitely to the list of 'wants'. Have we not passed endless resolutions and sent respectful deputations time and again? The point we have come to see is that many of our 'wants' are not going to be met except in association with changes of a wider nature. They would be in disharmony with other parts of the social structure as it exists to-day. If we are out to attain our

The Hawkspur Experiment

AN INFORMAL ACCOUNT OF
THE TRAINING OF WAYWARD
ADOLESCENCE

W. DAVID WILLS

The author shows from experience, chiefly as head of a camp for delinquent young men, that self-discipline, aided by sympathetic understanding and psychological insight, is the right treatment for such cases. *6s net*

Education Today

JOHN DEWEY

For fifty years a leader of the progressive forces in American education, Dewey has discussed all the vital educational issues of that period. These discussions, now brought together for the first time, give a comprehensive insight into his educational ideas, providing valuable and stimulating guidance. *5s net*

The Body and Its Health

WINIFRED CULLIS & MURIEL BOND

Every boy and girl should have some reliable knowledge about the human body. This book has been prepared to give those of school age this information. *4s 6d subject*

Sex Problems and Youth

THEODORE TUCKER

'Exactly the book to put into the hands of intelligent young people who are beginning to take an interest in sex problems.'

—*Times Literary Supplement* *5s net*

Letters to Margaret

A SIMPLE INTRODUCTION
TO PSYCHOLOGY

THEODORE FAITHFULL

Answers are given, in the form of letters to a young girl, to many physiological and psychological questions which puzzle the eager minds of children. *5s net*

MUSEUM ST GEORGE ALLEN & UNWIN LTD LONDON WCI

educational goals by an attack along the whole front, we need to understand more than most of us do at present of the workings of society. Our sociological ideas, like those of the majority of citizens, are out of touch with actuality. We do not understand social patterns and processes well enough to gauge realistically their bearing on our own major preoccupation, the successful growth of human beings. To take one example, which is always close at hand: are our notions of the family up to date? We often proclaim that it is the very foundation of society, the corner-stone of civilization, and the child's natural environment. But do we realize how its functions have changed and are changing since it ceased to be the unit of production and consumption, with children as an economic asset? Do we grasp the far-reaching effects which this and other economic changes have had on work and leisure, on community life, on the mental climate of our age, on human relationships, on education? Obviously these are matters of prime importance to us in our job and their study should find its place in the training of teachers. We

need to understand not only the nature of the tender plants we are trying to cultivate, but the nature of the soil and climate, the habitat.

Three points stand out as calling for the immediate attention of British educationists.

(1) The need for a new type of sociological teaching in this country, especially for the training of teachers, social workers, civil servants, etc. At the same time the truth should be grasped that a democracy at the present stage without a sociology is doomed to failure. Of course, this sociology is not propaganda. It is knowledge—knowledge without which we cannot create the democratic citizen, fully aware of the tasks of the next phase of development.

(2) The need for a closer co-operation with American education and sociology, avoiding the pitfalls alike of underestimating the great achievements of the Americans and of being blind to their limitations.

(3) The need for a thorough understanding of the specific nature of the English tradition and the peculiarities of the English situation, both in terms of the general setting and of

the specific institutions prevailing in this country.

In the present crisis, when we are inevitably moving towards some new form of society, few of us desire change to come by violent revolution, with its attendant destruction and a possible counter-revolution to follow. Most of us see good points in what we have, which we should like to preserve. We wish to control our destiny and, if the course of history allows us to do so, our strategy will be to transform our society into a planned democracy along the lines of both education and public policy. Our mood will be that, not of the doctrinaire, but of the experimentalist—ready to try, ready to accept what proves itself, ready to reject what does not.

The whole purpose of change in the social

order is, from our point of view, to secure the fuller development of individual personalities in community. This philosophy is to-day opposed by a philosophy which rejects it root and branch. The two are locked in a struggle for the possession of the future. The alternatives before us are either to see the individual dragged down to the level of a mechanical, regimented society that denies in practice the value of human personality, or to create a society that matches our standards of human excellence, a society that, in its inescapable educative function, is a 'school of virtue'. This is a task which calls upon the educationist to make society his concern and upon the ordinary citizen to see education as also his responsibility. Man has no future if he fails to create a society in which his soul can live.

Proposal to Men of Good Will for Educational Reconstruction after the War*

Chairman :

Dr. W. Heard Kilpatrick

Teachers' College, Columbia University,
New York, U.S.A.

RECONSTRUCTION after this war will fail unless it is also re-education. By education we understand here not schooling alone, but the influence on man of all that helps him to live decently, productively and happily with his fellows. To achieve this aim, men must create a free and better world which will provide for all, without distinction, opportunity for useful work, happy family life, fruitful leisure and devotion.

Reconstruction in post-war education must reach into every form of our economic, political, and social life. What is done in the post-war phase will matter more than in normal times and will be more deeply felt. Without careful planning and preparation of the educational element in this reconstruction, Europe will again collapse.

Reconstruction through education depends upon increasing the co-operation of all in a common civilization. A vindictive policy defeats itself. Only by reconstruction through education will youth be reassured against a new betrayal and their full energies enlisted in this cause.

* This document is the work of a group of educators, acting in a personal capacity, who desire to avoid a repetition of the mistakes that followed the last war. This group worked at the Cranbrook School, July 4th-5th, and during the New Education Fellowship meeting in Ann Arbor, July 6th-12th, 1941, and submitted to the 2,000 members attending. They invite the co-operation of men of good will everywhere in improving the statement and in carrying it into effect. Their names are given in the reprint which will be obtainable from The New Education Fellowship, 162, Westbourne Grove, W.11.

They assume that Hitler and Hitlerism will be defeated and that the world will then be left in a state of economic, political, social, and cultural disorder, with some countries near chaos. They further assume that Hitlerism cannot be permanently defeated on the field of battle alone, but only in the hearts and minds of men and especially of youth.

While the group responsible for this proposal centred its discussion primarily on the post-war situation in Europe, it recognized throughout that the phenomenon called Hitlerism is an extreme form of a world-wide disease. Its recommendations reach to the very causes of which Hitlerism is a symptom and are therefore world-wide in their application. It urges that similar intensive studies be made of situations in all continents and countries.

To guide and sustain those in all countries who share these aims, we solemnly affirm :

- (1) The first duty of society is to guarantee to every man, woman, and child equal opportunity for education without regard to race, birth, sex, income, or creed.
- (2) This equality of opportunity must include the fullest nurture of every special ability, talent, or skill.
- (3) Every man is an end in himself and may not be used merely as a means. And this is the dignity of man.
- (4) No education can be complete unless everyone through the years after school has opportunity to form himself through satisfying work.
- (5) Every man can come to his full being only by serving society. And this is the ground of society's claim upon him.
- (6) No society stands still. A healthy society moves towards freedom and responsibility for all. A diseased society moves towards the tyranny of the few. And herein lies the cause of the present war.
- (7) No existing society is a perfect democracy. Democracy is the standard by which societies and their governments are judged and the idea and goal towards which they strive.
- (8) The well-being of every society springs from a brotherhood of nations. As are the duties of man to man, so are the duties of societies to one another. And this is the only basis for a durable peace.
- (9) To respect man's dignity while recognizing his duty to society is to advance towards that democracy of citizens and of states, to perfect, maintain, and defend this is the end of education.
- (10) To embody these principles into a society of the future, men must be inspired by forces which spring from a deeper dimension of life. This has often been overlooked or forgotten in recent generations and this is the cause of the crisis of our civilization.
- (11) To develop, men need action ; to act, men need faith ; to keep faith, men need reason ; to direct all three, men need a vision of excellence ; and all this is empty unless it is pervaded by love ; and love is action and outgoing.
- (12) Reconstruction through education includes a myriad of small and seemingly unimportant acts. But these will not be rightly done and will therefore fail unless every doer, however modest his work may be, draws his strength from the whole.

Action at War's End

1. The following tasks will be immediate and paramount :
 - (a) The immediate feeding and care of all children of all nations.

- (b) Both individual medical care to repair the ravages of war and public health measures to prevent the outbreak and spread of epidemic diseases.
- (c) The reconstruction of schools, housing, and public services.

Whatever is done towards these ends must be so done that both those who help and those who are helped go through and grow through a fundamental educational experience.

2. In every local community, even in the defeated nations, there will be a nucleus of suitable people ready to undertake local leadership in aggressive and co-operative planning and in action for reconstruction. It is essential that all who go in to help shall co-operate fully with these local people of good will and experience and recruit locally as many workers as possible, particularly from the ranks of youth.
3. Plan, organize, and finance the employment of all available human resources, especially of the 16-25 age group, on all the manifold tasks of reconstruction. The Chinese co-operatives, the British Youth Councils and Youth Movements, the N.Y.A., C.C.C., W.P.A., P.W.A., and others all furnish useful patterns for this effort.
4. Develop a comprehensive plan of education for children, youth, and adults, adapted to the conditions of the different cultural areas and making the fullest use of the experience and wisdom of the great educators.

Application to Educational Institutions

Speaking of education in the more specific sense, we as educators know that essential improvements are needed in many school systems. But we are not tempted to offer blueprints. Blueprints may work elsewhere, but education is creative and is the expression of personalities, not the product of formulas and prescriptions.

Nevertheless, some principles can be stated. They are in no way new ones. In all countries there are and have been educators who have provided models of true education which make the following demands :

- (a) Break down the walls that stand between school and community. Schools should be one of the main sources of new power for the community. It is to the schools that young and old should look for advice and encouragement in their search for greater knowledge and more sympathetic co-operation.
- (b) Uproot the idea that book knowledge in itself can be a guide in living, that credits and degrees are the main aim of education, and that secondary schools should be a short-cut to selfish social advancement or the preservation of class privileges.
- (c) Make the schools institutions where the ideal of equality becomes a reality. Combine learning and doing to the utmost. Develop everywhere 'hand and brain'. Send out from the schools new generations of young citizens eager to co-operate and to serve, eager to apply the art of serious learning in their daily life and work, and devoted to the master art of self-instruction and self-perfection.
- (d) Encourage and support everywhere and in every form the willingness of



These Nelson Books will help towards a better understanding of the U.S.A.



At least one clear fact has emerged from the welter of war—that the future peace and happiness of the world depend upon the closest possible union between the British Empire and the United States. Real union can be based only on genuine mutual understanding and sympathy. Lip service will avail us little. The future of the world lies in the hands of the children of this country and the United States. Yet how deplorably little they really know of each other! It is the positive and urgent duty of every educationist in Britain to combat this ignorance, and to familiarise their pupils with the history, development, social and economic conditions, and, above all, with the psychology of U.S.A. citizens. Once more, books show the way, and the firm of Nelson, with its long-established Canadian and U.S.A. houses, has a particularly strong list of helpful books of which only a selection can be given here.

ASPECTS OF AMERICAN LIFE, POLITICS AND ART

American Year Book, 1941. WM. M. SCHUYLER (Editor). 32s. 6d.

American Political Scene. F. O. DARVALL.

Discussion Books. 2s. 6d.

The Monroe Doctrine. E. SCUDDER.

Discussion Books. 2s. 6d.

Colonial Policies of the U.S.A. THEODORE ROOSEVELT. 7s. 6d.

Mark Twain. STEPHEN LEACOCK. Short Biographies. 1s. 6d.

NOTE PARTICULARLY :

American Secondary Education. E. W. GRIZZELL. 8s. 3d.

An invaluable introduction to the theory and practice of secondary education in the U.S.A. Discusses contemporary problems and trends, and is thoroughly up-to-date.

Above Prices are Net.

STORIES BY FAMOUS AMERICAN AUTHORS

Nelson publish at prices from 1s. 4d. to 2s. 6d. net most of the famous American classics loved by generations of English children. *Uncle Tom's Cabin*, *The Wide Wide World*, *Rip Van Winkle*, *Uncle Remus*, *Brer Rabbit*, *Huckleberry Finn*, *Tom Sawyer*, *Little Women* and *Good Wives*, *The Last of the Mohicans*, and so on. Coming to our own times, many Zane Grey stories are included in the *Nelson Novels*; also stronger meat, such as Frank Norris' *The Octopus*, and *The Pit*, and, in the *Nelson Classics*, Poe's immortal *Tales*.

NOTE PARTICULARLY :

The U.S.A. A new *Practical Work Book* which will be ready very shortly—thoroughly up to date and covering all aspects of U.S.A. 9d.

WORKS WITH AN AMERICAN SETTING

R. L. Stevenson's *Silverado Squatters*, Bret Harte's *Tales of the West*, Dickens' *Martin Chuzzlewit*, all throw their own light on the American scene. There are also Nelson juveniles with a modern U.S.A. setting such as *Ann Thorne in America*, *Gold for the Getting*, in the *Adventurers All Series*, *In the Rocky Mountains*, *Across Texas*, and *North America Revealed*.

NELSON

PARKSIDE WORKS EDINBURGH

youth to serve. Make it easy for youth to practice the art of co-operation, self-responsibility, self-reliance and service, through youth movements. Encourage this in school and continue it in the years that follow. Enrol youth as partners in reconstruction work ; they will be the more able and willing to build with us, and after us, a new world.

- (e) Recognize the fact that youth everywhere faces a grave crisis. Educators and education should share responsibility in the care of youth up to the age of maturity.

Unemployment among youth must be eliminated by a common effort of all, not by government action alone. In this youth must be inspired to the largest possible measure of self-help.

- (f) Protect teachers everywhere in their efforts to do better work. Encourage the best amongst youth to enter the profession. In times of crisis increase and not decrease educational funds, especially in poorer areas. In all reconstruction schemes give priority to youth-serving institutions.
- (g) Work for the regeneration of faith. Not only are towns in ruins, millions of souls are devastated. Millions of youth in Europe have accepted false religions. When the false gods fall, let not the altars be empty. Democracy must restore faith, not by words alone, but by deeds. Educational reconstruction furnishes the vision and provides the opportunity.

Steps Towards Realization

To promote the plans for educational reconstruction, a strong action group is called for which can be expanded as the task develops. The nucleus for this action group exists in the United States Committee on Educational Reconstruction. Some of the functions of this action group will be as follows :

- (1) To mobilize organizations, institutions, and individuals in the United States and elsewhere in preparation for post-war reconstruction through education and furnish them with the necessary material.
- (2) To approach the United States governmental authorities and urge them to include educational reconstruction in their post-war plans and budgets ; and to do the same with any representatives of other governments in this country.
- (3) To secure the widest possible discussion of the problems of post-war reconstruction.
- (4) To arrange for the establishment of centres for the education of workers in such a programme.
- (5) To promote the study of the international situation in relation to education, both in educational institutions and in the programme of many of the organizations mentioned in (1) above.
- (6) To take steps toward the formation of a commission of men and women in democratic countries who enjoy the confidence of educators and people of similar interests. This commission shall offer its co-operation to the Allied Governments and all other agencies entrusted with the task of re-establish-

ment of peace. It must see that educational reconstruction becomes an integral part of post-war international policy. The commission will also act as a liaison agency between governmental authorities, educational institutions, and the public, with a view to securing the fullest possible measure of co-ordination of effort and support of this programme.

Preparation for Life and Work

Anne Armson

WITHOUT them shall not a city be inhabited.' Fifty years is the length of a man's working life, yet the average boy and his parents usually put no more thought and preparation into the choice of a job than into the purchase of a new wireless set. Along with this careless attitude to the choice of work goes an attitude of semi-boredom towards living which characterizes many men and women, and for which relief is systematically sought in the unreal world of the cinema or the spasmodic excitement of the betting slip, the public house, or football pools. All these means of escape argue an underlying and deep dissatisfaction with the major portion of their life—their work. And since most work contributes in greater or less degree to the welfare of the community, then the community has a definite obligation towards the worker to provide him with adequate vocational guidance.

Men will never achieve full spiritual satisfaction while they are merely 'earning a living'. Work must mean much more than that. It has to be seen as an indispensable part of a whole, and that whole, the creation of a satisfying community. It has been well said that 'civilization is the product of the faithful plodding work of nonentities'; but until those 'nonentities' know themselves to be in their right jobs and, furthermore, have been given the vision to see the social value of their work they will not feel a sense of satisfaction in their labour.

There is a well-worn story often told to point a moral in the pulpit, which might be used perhaps even more pertinently to illustrate the present position and the ultimate aim of vocational guidance. Three workmen were once asked what they were doing, by a passer-by who, one suspects, was inspired less by curiosity than

by an amateur interest in social investigation. The first replied, 'I am earning a living'; the second, 'I am a stonemason'; the third, 'I am helping to build a cathedral.'

Vocational guidance as it exists to-day may be said to have gone half-way towards producing the second reply. Through the institution of the school-leaving conference, a boy or girl leaving school receives a certain amount of guidance and is encouraged to attend the local juvenile employment office where assistance is given in finding the type of work desired.

This system, unfortunately, does not go nearly far enough. The school-leaving conference often resolves itself into a more or less hasty interview towards the end of the child's last term in the awe-inspiring presence of head teacher, parent, vocational guidance officer and probably one or two members of the after-care committee. Usually the child is far too busy trying to please all parties concerned to give a true account of itself. The intention of the conference is excellent. Complete collaboration between child, parent, teacher, and vocational guidance expert is staged; but it remains a setting only. It is like a curtain-raiser at the wrong end of the evening; and everyone goes unprofitably away.

Preparation for his or her life as a worker should begin at least a year before the boy or girl leaves school, whether a period of specialized training is considered desirable or not. At the moment there is too distinct a cleavage between school and work. The school boy in his last term at school, rather untidy, obedient to authority, yet exercising a little himself as prefect over the younger boys, is a completely different creature from the engineer's apprentice, the garage boy, or the office boy, now a little smarter in appearance, who is engaged a

few weeks later in taking his place in the workaday world.

The boy-worker has both gained and lost in importance. At home he has attained to the status of a wage-earner, and therefore demands and usually obtains more consideration. He has more spending money and is learning probably more than is good for his years from his older workmates. At the same time he is no longer a prefect or a member of the school football team with an admiring 'following' amongst the younger boys. He is merely 'young Jones' who must fetch and carry and learn his job in the intervals.

In short the boy has entered, inadequately prepared, a bewildering new world, with new standards and values, with a sudden increase in independence, and with a completely new job to learn for which it is not at all certain that he is suited. Moreover, he is quite often tired because working hours are much longer than school hours. Often he has far to travel to work and frequently he gets indigestion because he has to eat a packed mid-day lunch in completely different conditions. And all these shattering changes take place together at a time when his body and mind are undergoing the rapid developments of adolescence.

When it is her turn to leave school young Jones's sister faces a somewhat similar situation. One week she is a school girl, subject to school discipline, probably hero-worshipping the games mistress and may be revelling in the romantic world of literature which she is just learning to appreciate; the next, she is 'Miss Jones of the Haberdashery', selling cottons and buttons and already beginning to hide the tiredness written on her face by her suddenly lengthened hours with rather unsubdued cosmetics.

Both the boy and the girl have entered on their working life at a grave disadvantage. Too many changes have come upon them at once, whereas the transition could have been made less violent had the existing divorce between school and work been less complete. Industry tends to be impatient of academic education and the schools have no dealings with industry.

Except in a few exceptional cases vocational guidance is a matter of months rather than moments. The child must be studied, his aptitudes tested and his ability assessed. At

the moment exhaustive testing conducted by the trained industrial psychologist is for the wealthy few or, more usually, is confined to the abnormal or subnormal, whereas it should be the right of every child and is as important and essential as the routine medical examination. A teacher with ability to undertake psychological tests and capable, in collaboration with the vocational guidance officer, of correlating the results with the scholastic, medical, and general character record of the child should be an indispensable member of every senior school staff.

Yet even this knowledge of the child and his capabilities is not enough. Familiarity with industry is an absolute necessity, and this cannot be obtained without personal contact. The ideal teacher of children in their last year at school would be one who not only had pursued the normal teacher's training course with 'Vocational Testing' as a special subject, but who had also followed it by a period of training and work in the juvenile employment office preferably in the area in which he proposed to teach and at the expense of the local education authority. Alternatively, arrangements could be made whereby the older teacher might also acquire first-hand knowledge of industry by spending a certain proportion of each week, over a period, working side by side with the juvenile employment officer, accompanying her on industrial visits, interviewing employers and generally absorbing the atmosphere of industry, so different from that of the schools.

The result of this would be not only to broaden the outlook of the teacher but it would enable him to co-operate more understandingly with the vocational guidance officer in preparing the child for his future working life. The functions of both would be complementary. Teacher, child, parent, and vocational guidance officer would meet in conference at the beginning of the last year at school, but this would only be the first stage of equal co-operation throughout the year.

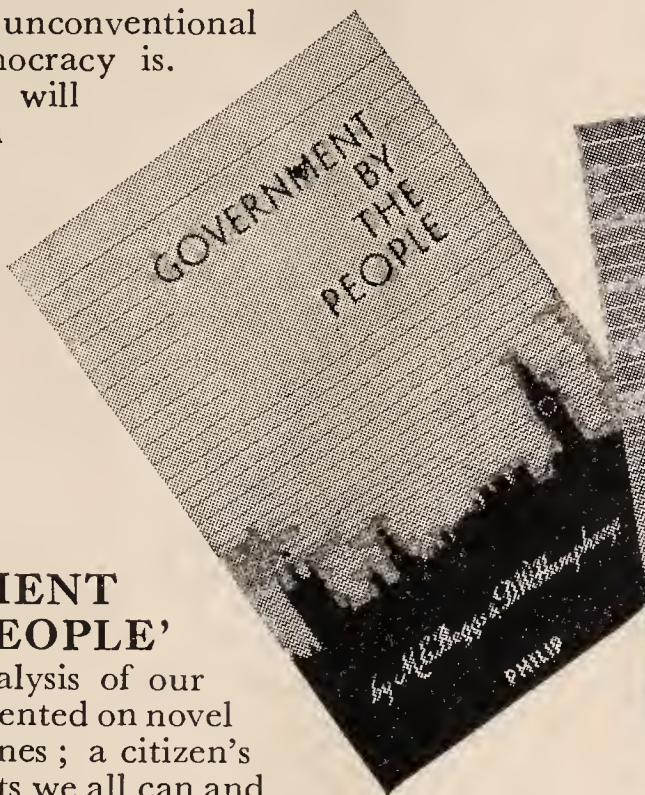
The next step after the preliminary conference when the general inclinations of the child and the attitude of the parents could be ascertained would be to acquaint the boy or girl with the various types of work offered locally. Talks on local industry, its prospects and pitfalls,

'A very clever brochure which teaches us in an unconventional way what democracy is. Young citizens will find it both readable and instructive.'

Liverpool Daily Post.

'GOVERNMENT BY THE PEOPLE'

is a simple analysis of our Democracy presented on novel and dramatic lines ; a citizen's guide to the parts we all can and *must* play if we are to achieve true government by *the people*. A dramatic approach by way of pictures and discussions. 96 pages.



'INTERMISSION'

is a graphic account of the twenty fateful years of mistakes and misunderstandings which led to the enslavement of peoples and to the second and greater Catastrophe of September 1939 ! 108 pages.

Each profusely illustrated with new photo-reproductions and black and white sketches.

Paper Covers 1/6 each.
Limp Cloth 1/10 each.
(Postage on one book, 2d. extra—
on the two, 3d. extra.)

From all Booksellers, or from the Publishers :

GEORGE PHILIP & SON, LTD., 32 FLEET STREET, LONDON, E.C.4.

could be given by the vocational guidance officer and in addition it should be possible for small groups of two's and three's to visit the factories and workshops, engineering and printing works, offices and shops in the locality, and to spend some time there. Good employers, and no others need receive consideration, are found by experience to welcome the interested visitor and, indeed, are more than eager to give every encouragement to the right type of entrant into their works, particularly in view of the growing scarcity of juvenile labour.

Once acquainted with the work done locally the child approaches the problem of choice of vocation with more data. And with knowledge comes respect. Rightly interpreted by the teacher, jobs begin to appear not as merely a means of earning a living but as service to the community, for the teacher has gained an insight into industry and should have learnt to appreciate the dignity and worth of labour. He may have to wage a stiff battle with his academic aloofness before he will wholeheartedly agree with H. G. Wells's dictum, 'We need a standard so universal that the platelayer

can say to the barrister, "What are we two doing for it?"' but he will soon help by his attitude to counteract the pernicious influence of the cinema with its accent on easy money and get-rich-quick methods.

The butcher, the baker, the engineer, and the clerk too, together with the dustman and the draughtsman will be judged not by whether they wear white aprons, dungarees, or morning suits for their work but by how much they contribute to the general welfare of the community. Such a change in outlook would be revolutionary but not impossible of achievement. A beginning might be made by the establishment of lectureships in 'Industry' at the teachers' training colleges.

Vocational guidance, then, should aim not only at finding out a boy's capabilities and steering him into the appropriate work, but also at awakening in him a true perception of the contribution his work can make towards the life of the community. One recalls in this connection the triumphant question, which he deemed unanswerable, of the old farmer faced with the problem of equality of opportunity,

'And if you get this ideal state, who will spread my manure for me?' The answer, of course, is that in the ideal state a boy vocationally guided, in the highest sense of the term, will see in manure-spreading (an indispensable part of farming) a piece of work contributing something of vital necessity to the life of the community, which in turn, since it would consist of equally well vocationally-guided citizens, would see to it that the manure-spreader was adequately rewarded.

The function of vocational guidance is often misunderstood. It is not, as is frequently assumed, an attempt to place a child in a 'better type' of job, to assist for instance, the family of a dock labourer into a higher position in the social scale by making the boy or girl into a black-coated worker, whether the child's capabilities lie in that direction or not. The criterion is suitability and not social snobbery.

It is a charge laid against modern industry that it produces robots, who spend their time turning endless screws as an object passes on an endless belt. To the intellectual the prospect of spending a whole life-time in such a manner is unendurable. Yet it is the experience of the vocational guidance expert that to many workers such work is not at all displeasing, and is often preferred to jobs requiring more initiative or offering more variety, perhaps because the very monotony of the work, which their fingers perform automatically, leave them free to enjoy the companionship and gossip of their neighbour at the next machine.

The solution of the problem of repetitive work lies rather in the right use of leisure, of which there should be an adequate amount, so that the creative instinct has time and inclination to express itself in home-making, handicraft, cultural and other pursuits. Here again a beginning should be made in the last year of school life.

The tragedy of repetitive work lies not in the fact that it exists, but in the fact that a boy or girl whose capabilities lie in a completely different sphere should be compelled through lack of vocational guidance to drift into a job merely because it is the only one available locally. It should be the normal procedure for a boy or girl with a talent which cannot find scope locally to be transferred, at the expense

of the community if need be, to an area where suitable employment can be found.

The function of trade, day continuation, and technical schools, together with their curriculum is a matter for the educationist rather than the vocational guidance expert, though the latter will, of course, already have been called into consultation before the child enters on a specialized course, and will continue to keep in constant touch both with the school and the child during the training period. A boy who has decided after suitable guidance to enter upon a course of training still needs to be made familiar with the realities and latest demands of the industry he proposes to enter.

It is abundantly clear that vocational guidance is an essential part of the educational system. At the present time, however, a typically British system of dual administration prevails since local education authorities are merely 'permitted' to take over from the Ministry of Labour 'Choice of Employment' functions, if they so desire. Roughly, a little less than half the work of vocational guidance is in the hands of the more enterprising authorities while the remainder is carried out by the juvenile departments of the Ministry of Labour. While it is admitted that the work is competently done and that the parallel bodies work amicably side by side, only the most complacent would regard such an arrangement as anything but a transitional measure, although it has been in existence since 1924.

The recognition of vocational guidance as a vital part of education; the vocational guidance officer, a figure as familiar in the school as the school nurse; on every senior school staff a teacher who has studied industry and who can undertake scientific testing; and, above all, a closer relationship and understanding between school and industry—these should be the immediate aims of vocational education. Vain dreams? Assuredly not. The machinery is already in existence. What is needed is a tremendous intensification of effort and a new vision. Admittedly there was a grave danger in the old assumption that Education was the handmaid of Industry, and it is not surprising that she rebelled against her servitude.

Now, however, a different spirit is abroad. Vocational guidance is becoming a recognized

science whose aims are to enable the individual to discover his capabilities and to suggest where they will find fullest scope for their development. With its aid the time must surely come when Education can say to Industry, 'These are my children. They are being prepared for life as well as for work. You are made for them, and not they for you. They are being taught to understand you, and already they are

beginning to see through you. They are learning that they are members of a community which they will serve according to their capabilities. You also must serve the community, for you have no other reason for existence ; and in so far as you contribute to the common weal so will they loyally serve you because they know that service is the only true and satisfying way of life.'

—And My Sex

Joyce Swale

I WANT to try to portray some of the problems of an ordinary girl of 20 years old to-day. Most of these problems figure largely in many girls' lives ; it is time they were discussed and action taken.

On leaving school at 17 years of age, having taken Matriculation and failed when I was 16 years old, and taken and gained a Housecraft Certificate issued by the National Council of Domestic Sciences, these were the main problems with which I was confronted.

First, what was I to do? Then, how could I justify my very existence on earth? That was the major problem, but surrounding it were many hopes and fears. One was a terrible feeling of failure and frustration. Matriculation is worth very little if you have it, but if you haven't got it, it arises as an insurmountable bar to everything that you want to do. Before I left school I used to spend a considerable amount of time studying lists of 'Careers for Girls' ; everything in the least interesting to me was barred because I had not gained my Matriculation or even School Certificate.

I didn't have another try because I did not think it would make any difference. This was because I had failed (as I had expected to do) in French, and one could not have either Matriculation or School Certificate without passing in a modern language. I never had more than 38 per cent. for French during the whole eight years I took the subject. Let me say, in self-defence, that opposition is something of an incentive to me ; therefore I spent a considerable amount of time and concentration on French, but it was of little use. It is only fair to add that I was just at a passable standard

in other subjects when I took the examination, and French was not the only subject that I failed in. All this made me feel very resentful, indeed, I exaggerated it so much that it seemed to me as though French had ruined my life !

After that failure I was in a form apart from my friends, one termed Domestic Arts. In that form I enjoyed the Hygiene and Science lessons. The cooking was a nightmare until I got used to it, and I never got used to sewing. I found much to laugh at in my own and others' mistakes, but with the feeling, all the while, that I was a failure before I had left school ; it was not a happy year.

I came home and helped in the house in the mornings, while the afternoons and evenings were entirely free ; I was lost. True, it was nice to have no rules, no one for ever organizing one's actions, and no longer to be living in time to a bell, but that feeling wore off. I wanted to do something, something worth while, but I could not see what.

On considering my abilities as I saw them, the only thing I could do without Matriculation was to teach elocution. This was, as I remember telling a friend, not very exciting, but it was something to do.

Then the war came, bringing with it a feeling, amongst others, of insecurity. I can only state my experiences. I was 18 then ; that meant I could join any of the women's auxiliary services or other jobs of civil defence. As I already had my First Aid, Home Nursing, and Anti-gas certificates, I did part-time work for the first six months of the war at a First Aid Post, helped at a canteen and at the local Infirmary in a voluntary capacity.

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., 162 WESTBOURNE GROVE, LONDON, W.11.

It seemed unsatisfactory to be doing these disjointed bits and bobs at my age, so I obtained a temporary job in the Rural District Council Offices as a clerk dealing with applications for new ration books. We worked in pairs, first sorting all the application cards into order, according to the national registration numbers. They were then checked by the schedule ; or I compiled pages of national registration forms, after which the new books were written out, and counter-checked.

I had been there only five days when I was called up, under the Civil Nursing Reserve, to go to the local Infirmary at once as a full-time auxiliary nurse. This was a nasty shock. True, I had filled in and signed that neat green form, but I had never actually visualized being called up. I arrived at 9 o'clock, feeling almost sick with fear or dread. After an interview with the Matron I was sent to an unknown ward, and reported on duty at 9.30 a.m., just a little late ! I thought that first day would never end, and couldn't imagine how I would last out even a week. I was frightened lest my actions might have far-reaching and drastic results. I seemed huge, tripped over every possible object, felt in the way, no good and unhappy. But after three days this passed, and I became interested.

The cases had a depressing similarity—chiefly chronic, old and often unwanted patients, but there were some interesting and above all hopeful cases.

My position on the staff was unfortunate, in that I was the intruding, or poaching amateur ; this too wore off ; I was accepted, I personally, but not auxiliary nurses as a body. It is not a happy position, that of an auxiliary nurse in a hospital, and I would here remind any girl who is thinking of becoming one, of two things. First, that she is the unskilled worker, and therefore cannot expect to be given interesting jobs, however many of the dull ones she does ;

and secondly, an auxiliary nurse is purely a war-time worker, and no matter if you work three, even four, years at it you will have no standing after the war. Therefore to any girl of 18 or so, I say, don't be the unskilled worker, the tolerated amateur ; take your training. Even if you look on it as only a war-time job, you never know what your circumstances may be after the war, and if, like me, you become really interested in the job, you will curse yourself for a fool for wasting so much time when you might have been doing your training.

I stayed there a year. During that time I learnt little about nursing, other than that of chronic patients, but I learnt quite a lot about that elusive quality termed patience ! And more than that, I became aware. Aware of the tremendous variety in environment in one small town in England, of social conditions, of child welfare, of mental hygiene, and finally I became aware of a growing desire to do something towards improving social conditions, not only to alleviate suffering, but to abolish it. I wanted patients to like me ; therefore I tried to be kind, considerate, and, above all, even-tempered. Thus they had confidence in me ; they told me of their lives, of their hopes and fears, of dreams realized and more often unrealized. It was through these conversations that I desired above all things to help to abolish some of the unnecessary suffering and dissatisfaction.

Again I considered my abilities, but in an entirely different light. What job or place in life could I fill, with my very limited ability, so that I was learning more, understanding better, and helping people ? I finally decided that I wanted to be either a Hospital Almoner, or, failing that, a nurse. I prefer to be a Hospital Almoner because there is wider scope in the social field than in general Nursing. Nursing is not a noble profession in itself ; it is you that either ennobles or debases it.

LAMLEY & CO.

The South Kensington Bookshop

Books as tools, relaxation, stimulus, gifts.

Order early this year to help the Post Office.

BOOKS, STATIONERY, ARTISTS MATERIALS,
CHRISTMAS CARDS AND CALENDARS

1, 3, 5, Exhibition Road, London, S.W.7

So here I am, waiting, with no Matriculation, for a final decision from the Social Science department of a particular university. It has taken me three years, without help, since leaving school to find out what I want, and what I believe myself to have the ability, to do. The greater percentage of girls do not have the opportunity to find out what they want and have the ability to do, as they are compelled to add as much as possible to the family income, or help in the house on leaving school. There are, on the other hand, a number of girls who know perfectly well what they want to do, but their parents either cannot, or will not, pay for any special training. There are, too, girls who want to be nurses, but whose parents want them to stay at home, or think that nursing takes all the gentleness and humanity out of girls. This depends entirely on the individual, but if a girl is a good nurse, she herself will be all the more gentle and humane for being a nurse.

This period of finding out where ability and interest lies should come at a much earlier stage in life. Children at the age of approximately 12-15 years old should be taught a diverse number of subjects and crafts, given a chance to organize their own clubs and run them, and a careful report should be made of their ability and enthusiasm. Thus children would gradually learn where their abilities and interests lie, and could be encouraged on those lines, avoiding countless misfits and resulting unhappiness and poor work. Some children would show quite early where their ability lies whilst others would take longer to develop.

There is another question that influences most girls' choice of a career, and that is

marriage. Many parents begrudge their daughters any other education or training after school (even if they can afford it), because it would all be wasted if they marry. That is the attitude of many parents. What of the girls themselves? Supposing you have trained or worked your way up to what you regard as a good, favourable and interesting position, and you have a genuine enthusiasm for your particular job, if you give it up to marry, will you too regard it as a waste, and become the type of woman who is always flourishing her 'sacrifices' in her husband's face? Hardly a happy relationship. If you are not a particularly attractive girl, and have the honesty to admit it, you think it unlikely you will marry, and you make a great effort to secure an interesting, progressive, and well-paid job. Even then marriage is still a possibility, and that job will be all the harder to give up.

This brings with it a feeling of uncertainty, a wondering if it is worth while bothering about a career. This is an unfortunate state of affairs, because the uncertainty leads to people not putting their best into their jobs or occupations.

I feel that, like me, there must be girls who dread to join the ranks of the troops of women who at approximately 45 years are bored, and time-killers — coffee-in-the-morning fiends, gossip fiends, and even worse, bridge fiends. The majority of women, rich or poor, do have more spare time when their children are no longer a day-to-day interest, and are responsible for themselves. Many of these women are now happier than they have been for years, doing all kinds of both paid and voluntary war work; in fact, the world finds a use for

LARGE DEPT. FOR EDUCATIONAL BOOKS

F O Y L E S

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB! Members buy Books published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone : Gerrard 5660 (16 lines)

them. But we trust the war will not still be going strong when we are 45 years old !

I think there ought to be more facilities and encouragement for married women to take an active part in communal life, apart from their own private domestic lives. Thus at about 45 one would be alive and aware, instead of dead to the world and dormant. This problem is of growing importance, because women are not so easily satisfied as they were ; also more women are thinking of these things, and thinking can be a disturbing occupation. Women are becoming more impersonal, although not to the same extent as men ; thus they need impersonal interests, and, if the community is going to make the best of its material that interest has to be stimulated and used.

I do not doubt that had I lived 30 years ago or so I should have been a suffragette ; they did much for us—compare our opportunities and freedom with theirs—but their work is not finished, for do we not want to leave our daughters an even better heritage ? It is no longer a question of equality but rather a question of adjustment in our relations with men. For instance, I think, where men and women do exactly the same work, they should be paid exactly the same wage, but that wage should be taxed either at the source or by repayment, according to the number of dependants. Thus from the employer's point of view, it would make no difference whether he was employing a man or a woman, as he would pay them the same wage, but the married man with children would actually have a much larger income than a single girl who had no dependants. In fact, women would no longer be a form of cheap labour, causing unemployment amongst men with, or without, dependants. No woman, surely, would want as large an income as a married man with dependants and a home to keep up. That is not true equality.

I do not think that a married woman should be barred from taking a wage-earning occupation, as she so often is, so long as her income is taxed jointly with her husband's, so that actually, above a certain level, there would be little economic advantage in her working. Many a man considers it a direct insult to his

BROWNS' PROGRESSIVE ARITHMETIC
 INFANTS BOOK AND BOOKS I TO IVB.
 There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS
 The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS
 Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED
 32 BROOKE STREET, HOLBORN, LONDON, E.C.1

abilities if his wife remains economically independent after marriage, and public opinion appears to be behind him. Might I suggest that it is just about time that the worthy, and oh ! so respectable public, changed its opinion ?

Examples of specifically women's jobs are, of course, nursing, child care in nursery schools and clinics, especially ante-natal and after-care clinics. Nursery schools are a tremendous asset to the child in that they develop to the finest possible degree his senses. They are also a great asset to the mother. They give her more time in which to carry out her general household duties and keep up her outside interests. She will have time to do all kinds of social work, go to lectures and demonstrations on household matters such as food values, hygiene, child care, as well as practical cooking and use of the best household cleaning methods. Time also to cultivate any other creative or educative art, craft, or subject she is interested in.

Women have yet to develop their own style in Art. So far it would appear that they have chiefly offered an inferior imitation of man's concept, with exceptions in such things as dancing and acting (but these two are interpretive arts and not creative arts). To-day we have opportunity, if not wholehearted encouragement, to develop our own creative arts. We should not seek to 'outdo' man at his own arts, but rather refuse to compete, and develop our own *different* arts. Women could do much more than the little they do at present in the field of interior decoration.

Therefore we want to encourage nursery schools, take a far wider interest in education, not just a 'snob' interest, encourage and staff

clinics. Children's clubs need organizing and running to help the children to find out their abilities and teach them to use their leisure profitably.

Women's position in England to-day needs adjusting. It is not a question of equality with men. The equality that so many cry out for is a myth. Men and women are different; they have different needs—exactly where that difference lies, we do not know yet. Moreover, these adjustments can be brought about only by the efforts of the girls and women of this generation. Women, therefore, have a very definite part to play in the betterment of mankind, besides that of ensuring its continuity.

Letter to the Editor

To the Editor of the 'New Era'.

SIR,

In the July-August issue of *The New Era* you published a review by Mr. Randal Keane on my recent book on *Stammering*. Although it may not be usual to protest against a manifestly unfair commentary, I feel it to be necessary in this case.

He says: 'Actually . . . the author has collected a vast amount of material culled from obviously extensive reading and endeavoured to collate it in her present book.'

The facts do not coincide with this somewhat didactic statement. On the contrary, by far the greater part of the book is based on knowledge gained directly, through experimentation, observation, registering and comparing of data, deductive and inductive reasoning, testing, and so forth.

Perhaps, however, Mr. Keane does not know that it is usual for any serious worker to compare his (or her) own work and conclusions with those of others, thus either confirming or modifying his findings and, where necessary, revising them. If there is much that Mr. Keane recognizes, apart from common knowledge, it is because the same findings have been made by more than one person. On the other hand I should be grateful if Mr. Keane would give me chapter and verse for the working out elsewhere of the particular aspects of the subject as given in *e.g.* Chapters XIII and XVI, as I have so far been unable to find them.

Secondly, Mr. Keane is quite mistaken in saying I have 'endeavoured to collate' all this material supposedly 'culled from . . . reading'. What I have done is to write on different aspects of the subject, and in so doing, to try so to use knowledge gained both directly and indirectly as to illuminate and stress the particular aspect under treatment. The accusation of 'dogmatism' by one who is himself so uncompromisingly dogmatic in his statements is psychologically instructive!

Again, it does not seem to have occurred to Mr. Keane that I might have definite and perfectly valid reasons for omitting case histories from this particular book. If Mr. Keane knows anything of the training of students in speech therapy he will know that every properly grounded student is given a great deal of work in the theory, observation and practice of the taking of case histories. Although invaluable for research purposes, no written case histories can compare in value for the student with this essential work.

It is difficult to know what Mr. Keane means when he says that I have 'almost entirely omitted the educational factor involved', since I have again and again, either explicitly or by implication, stressed it as a basic factor in therapy (see *e.g.* pp. 24, 172, 299—taken at random from over two dozen such pages). One must surmise that Mr. Keane's understanding of the word 'education' is restricted to the sense in which it is commonly understood in connection with schooling, or he would hardly have overlooked this.

Mr. Keane's reference to 'actiology' is presumably an unfortunate oversight. On the other hand, his use of the word 'unpardonable' makes it merely silly. If he had added 'by me', it would have had more validity, though little value in its context. As it stands, and particularly in the light of evidence, it is meaningless.

In his last paragraph Mr. Keane virtually says that if the author had produced a book of a type of which he could have approved it would have been quite a good one. Here the appeal to one's sense of humour is irresistible!

Yours faithfully,
W. Kingdon Ward

CHILDREN IN SHELTERS.—A Conference is to be held on November 29th at Friends' House, Euston Road, London, N.W.1, to discuss the problems of Child Welfare in London during the war, with especial reference to children in Shelters. It is hoped that this Conference will prove a meeting-place for organizations and individuals who are interested in Child Welfare and in the educative possibilities of Children's Centres in the Shelters. The meeting will be convened by the Shelter Committee of the Save the Children Fund. Will anyone interested please write to Miss Rhoda Harris, 20 Gordon Square, W.C.1.

Important reviews of *The Cambridge Evacuation Survey*, edited by Susan Isaacs (Methuen & Co., 1941, 8/6), and *Ideals and Illusions*, by Susan Stebbing (C. A. Watts & Co., 1941, 8/6), have had to be held over until December, when we hope also to publish reviews of some of the best of the Christmas books for children.

Directory of Schools

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the 'Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

ABBOTSHOLME SCHOOL, DERBYSHIRE

(Recognized by the Board of Education)

<i>Founded</i>	ORIGINATED THE	<i>Reorganized</i>
1889	NEW SCHOOL	1927
	MOVEMENT	

A PUBLIC SCHOOL
for boys of 11 to 18, preparing
for entrance to the Universities

A JUNIOR SCHOOL
attached, for boys of 7 to 12
not preparing for 'Common
Entrance'

BASING all education on a sense of reality and on the spirit of loyal co-operation, this school claims to train boys for present-day life through keenness, health, self-discipline, and understanding, using such modern methods as are of proven value. The estate and country surroundings are ideal for the purpose, and visits are invited.

Chairman of Council : Albert Mansbridge,
C.H., M.A., LL.D.

Headmaster : Colin H. C. Sharp, M.A. (Ox.)

Directory of Schools—continued

BADMINTON SCHOOL

(BRISTOL)

at Lynmouth, N. Devon.

Junior School 5 to 11 years

Senior School 12 to 19 years

The School is situated in beautiful and peaceful surroundings where the girls are able to enjoy an open-air life. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

BURGESS HILL SCHOOL

REDHURST, CRANLEIGH, SURREY

Boys and girls day and boarding from 5 to 14

The school moved from Hampstead at the outbreak of war, and is now thoroughly adapted for boarders in the country.

Special emphasis on art, music, workshop and creative activities besides the usual academic subjects.

Fees £100—£135 a year.

ANTHONY WEAVER, B.A.

KENNETH ALLOTT, B.A., B.Litt., D.Th.P.T.

LEIGHTON PARK SCHOOL

READING

Six Open Scholarships value £84—£50, and additional Exhibitions of £50—£40, for general ability, Music and Art, will be awarded in March.

Basic fees 150 gns. per annum, inclusive.

*For particulars apply to the Headmaster,
E. B. CASTLE, M.A. (Oxon.)*

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :

JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

KING ALFRED SCHOOL

NOW AT

**Flint Hall Farm, Royston,
Herts.**

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.

Encouragement of individual initiative in intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : Miss MARGARET LEE, M.A. (Oxon.)

Late University Tutor in English.

Vice Principal : Miss E. M. SNODGRASS, B.A. (Oxon.)

Directory of Schools—continued

ST. CHRISTOPHER, LETCHWORTH

The School during the Summer Term has been full
Montessori Department 29 Junior School 89 Senior School 132

The teaching staff numbers 24 (full time)—12 men, 10 in the Senior School.
There is a Post Certificate group of 27. There will be a few vacancies for the Spring Term 1942.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11-19. Separate Junior School for those from 5-11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : **F. A. MEIER, M.A.(Camb.)**

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK
BUCKINGHAMSHIRE

Co-educational, from 4-19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster:
JOHN GUINNESS, B.A. (Oxon.)

THE GARDEN SCHOOL

Wycombe Court, Lane End
Nr. High Wycombe

Girls' Boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age of admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : **MISS CHAMBERS**

ROCKLANDS SCHOOL

Co-educational, Boarding and Day, Aged 4-17

ROCKLANDS SCHOOL has now been a year at Carbis Bay, Cornwall, where it occupies fine premises, 250 feet up, overlooking the bathing sands of Carbis Bay. Family atmosphere. Modern dietary, meat and vegetarian. Individual, active methods with high academic standard. Fees £100 a year inclusive of dancing.

Application to the Headmaster : **W. T. R. RAWSON**
(B.A., Hons. Camb.), Rocklands, Carbis Bay,
Cornwall. Phone : St. Ives 414.

WENNINGTON HALL via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees : £90-£100 a year, with reductions in certain cases.

Headmaster : **KENNETH C. BARNES, B.Sc.**
(Tel. : Hornby 266.)

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.

Directory of Schools—continued

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : ELEANOR URBAN, M.A., HUMPHREY SWINGLER, M.A.

Boys and Girls from 3 to 18 years.

Secluded position on Devon-Dorset border.

Produce from School Farm.

PACCOMBE SCHOOL

HARCOMBE Near SIDMOUTH
SOUTH DEVON

(Late CUDHAM HALL SCHOOL)

Safe, sheltered position overlooking one of Devon's loveliest valleys, and in the immediate vicinity of farms and orchards. Own productive fruit and vegetable gardens. The house has a south aspect and is completely modernised and fully equipped as a Home and School for children 2-12 years.

A happy community of adults, children and animals living together in an atmosphere of friendliness and mutual trust and respect; essential conditions for Growth. Fees £90 per annum. Entire Charge £120 per annum.

Principal - Miss M. K. Wilson

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari

All further particulars from the Headmaster

BEVERLEY SCHOOL

CLUNES LODGE, near BLAIR ATHOLL,
Perthshire

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18; small brothers (aged 6 to 8) also received.

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

CHILDREN'S FARM, Romansleigh, N. Devon

for girls and boys from 3-13, provides good progressive education in untroubled countryside. Froebel methods, well qualified staff. Riding, animal care, crafts. Mrs. FALKNER, B.A.

CRANEMOOR COLLEGE CHRISTCHURCH HAMPSHIRE

BOYS 14-19 YEARS

Fifteen to twenty boys are in residence under very healthy conditions, preparing for University or Professions. Boys needing special understanding and individual coaching do very well at Cranemoor.

MOORLAND SCHOOL THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A.; AGNES E. CRANE.

FROEBEL PREPARATORY SCHOOL Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16.

Emphasis on languages.

Modern dietary.

Mrs. E. PAUL, Ph.D.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

Directory of Schools—continued

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress : Miss Warr.

NEW HERRLINGEN SCHOOL (recognized by the Board of Education) welcomes children to grow up in a home-like atmosphere. Principal, Anna Essinger, M.A., at Trench Hall, Wem, nr. Shrewsbury.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with GLENDOWER SCHOOL, now at SYDENHAM HOUSE, LEWDOWN, DEVON. Beautiful house and grounds. Upper and Middle School for Girls. Preparatory for boys and girls 4-10. Boarding and Day.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond.

ST. CHRISTOPHER'S, Great Missenden, Bucks. Preparatory School for Girls and Small Boys on modern lines. Individual attention. Thorough musical training. Recognized by Board of Education. Entire charge taken if parents abroad. Froebel and Graduate Staff. Apply Principal.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal, 201 Rockridge.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organizing experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

RATES : 1s. 3d. per six words. Minimum 18 words. These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date. All 'copy' and remittance for advertisements and box number replies should be sent to New Era (Advertising), Latimer House, Church Street, London, W.4.

MUSICIAN, pianist-composer, desires temporary teaching or coaching appointment. Wide school and private teaching experience. Devon, Cornwall, or southern counties preferred. Box 233.

SCOPE BUT POCKET MONEY ONLY offered to qualified teacher of young children keen to join experiment of education in community. Spring Term. Community School, Alderwood, Greenham Common, near Newbury.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2.50). Single Copy 6d. (8d. post free) ; 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

SUBSCRIPTION FORM

THE NEW ERA, LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4.

I enclose 8s. (or \$2.50) being subscription for One Year from.....

NAME
(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS
.....

THE NEW ERA IN HOME AND SCHOOL

Editor—BEATRICE ENSOR

PRICE 6d.

DECEMBER 1941

Assistant Editor—P. VOLKOV

Volume 22, Number 10

CONTENTS

	Page
STATE CAMP SCHOOLS IN ENGLAND.....Margaret Turner	241
A CHILDREN'S CAMP IN THE U.S.S.R.....Beatrice King	249
CHILDREN'S DRAWINGS AND THE WAR.....Agatha H. Bowley	252
NEW EDUCATION FELLOWSHIP NEWS.....	254
BOOK REVIEWS	255

State Camp Schools in England

Margaret Turner

IMAGINE in quick succession Swiss chalets, army hutments, Swedish holiday houses, open-air schools: put these all together, then take them all away again, for none is a true picture. But now we can begin to visualize any one of the thirty State Camp schools. The name 'Camp School' is misleading. They were originally designed to give state school children in the towns periods in the country with their teachers during the summer. Now they are being used as permanent boarding schools for children from evacuation areas.

They are composed of various cedar-wood buildings with verandas, in several units, set down in the depths of the country. These units or blocks are dining-room and kitchen, assembly hall, class-rooms, dormitories, 'ablution blocks' and small hospital, all arranged with mainly southern aspect and on a southern slope. As well, there are cottages for the headmaster and manager, and some staff accommodation. Each community consists of some 230 children, the headmaster and sometimes headmistress, their families, the manager and his family, the teaching, nursing, household, kitchen and garden staffs.

Let it be said at once that the degree of success of these Camp Schools, especially in their early years, turns largely on the powers of co-operation and understanding of all these groups of people. It depends on their capacity to live and work together in such a way that any possibilities of friction and inefficiency are not merely quenched, but are used and turned into a vital background for the children. If these problems are not so resolved, no form of education during actual school hours—whether very 'progressive' or quite prosaic—can hope for success in a school of this type. Here, that community life which is rather self-consciously sought for in some modern schools on account of its social and psychological values, is found to hand, and its problems just *must* be solved if daily living is to be possible.

The Camp itself, comprising the buildings and grounds, the catering and general order and cleanliness, is in charge of the Camp Manager appointed by the National Camps Corporation Ltd.—now a Government body. The school, that is the children themselves, their education and behaviour, is in charge of a Headmaster and sometimes Headmistress, responsible to the Education Committee of the

area from which the school has been evacuated. The reception area county authorities provide outside medical care.

From the educationist's point of view, the scholastic side of a camp school can hold just as much or little interest as does that of any town school. The Heads have opportunities for much interesting and progressive work, or they can continue in largely changed conditions to provide syllabuses and teaching of the most stereotyped variety. This latter one would not expect, however, for naturally when a Head for a camp school is chosen, a person with elastic and forward-looking mind is sought.

The accommodation at these camp schools, in some ways first-rate, is not in others adequate for their present use as full-time boarding schools, as is quite realized by the National Camps Corporation. The kitchen and its equipment is superb. The dining-hall and assembly hall with its stage are fine rooms, and the hospital is excellent. The dormitories are light and airy, though they are possibly made to hold too large a number of children, who might be happier in the same space, but in smaller groups. The form rooms, whether the original holiday school ones or the later converted dormitories, are good rooms, though they are usually too small for the number of children who have to work in them and there are not enough of them in proportion to the size of the school as a whole. Common rooms or hobbies rooms are not provided for the children (though the Tom Hood School, by persistence, *has* acquired a recreation room, as by degrees I hope other camp schools will also). The bathing accommodation, though most up-to-date and of suitable plan, is not adequate for the number of staff and children now permanently living in camp schools (though Westmark School has, by persistence, acquired an extra block of staff bathrooms, etc.) ; also, even as holiday camps they show signs of being man-planned, in that no woman who has lived even for a week-end in charge of a few children right in the country, would have planned so little drying place for wet shoes and clothes ; such small storage space—and no hanging space at all ! The teaching staff have a very nice common room, but their bedrooms are mere

cells ; and the household staff has no room of its own. The separate cottages for Warden, Manager, Headmaster, are pleasant and manageable.

In general, however, the camp schools are delightful, very pleasant and suitable for children, and it is small additions rather than any fundamental alterations, which are needed for perfection. Even the imperfections have had their advantages. Certainly the need on the teachers' part, to continue to adapt and to bend their minds to consider the many practical problems that occur out of school hours—apart from the curricula and syllabuses which would formerly have employed much of their ingenuity—has brought about a much less 'scholastic' type of work and life that has been very beneficial.

It was feared that the life in the camp schools might be too spartan in the winter. But the buildings are kept delightfully warm by central heating, and the children do not seem to suffer from the outside cold or from the general airiness. They do not catch cold by going from one block to another, even from the ablution block. All camp schools have been remarkably free from infectious diseases and colds, and the well-planned little hospital usually stands empty. The children benefit (as their looks and weight-charts show) from the regular hours, regular health supervision, earlier bedtimes, fresh air and nourishing food. The meals alone are an education to them. Although the camps' cooking is excellent the children had to learn to do without the highly spiced, much be-sauced and be-fried food that was their liking. At first a cut off the best English roast beef might be returned as 'not tasting right', but now there are no complaints, though occasionally suggestions.

I. WESTMARK. (*Children from several state schools in Portsmouth.*)

Westmark, like all other camp schools, is interesting as a wide social and educational experiment rather than just as a pedagogical one. In the words of a Headmaster of another school, it is 'in effect a comprehensive experiment in practical civics'. There are about 230 children, rather more boys than girls, the boys under a Headmaster and the girls under a Headmistress. Their parents were offered the

choice of evacuation either to a camp school or to billets.

The school began in difficult circumstances. Not only were the children uprooted from home, most of them for the first time in their lives, they were also removed to the country from town, and that a town with a strong individual character of its own due to its naval history and associations; and as they came from a variety of schools they were largely strangers to each other and were not used to any deep corporate life.

How the initial discipline is brought about can make or mar such a school. It is not made easier, as time passes, by parents who bring and remove their children and return them yet again without any respect for term endings or beginnings, and by some parents who make daily visits (from their rather too near town), ignoring the visiting days.

Westmark has been wonderfully successful in producing a quiet and satisfactory discipline without signs of strain. The maintaining of this and the making of a real school and community, out of these mixed elements is a big work in itself. In many ways the teaching is carried on much as it might have been done in a Portsmouth school, and the class teaching is rather formal—largely due to too big classes in too small space.

An example of the necessity for give-and-take and sensible arrangement between the school and camp management sides of the community (which had it not been wisely handled might have been a source of daily friction) is the position at Westmark as regards household and garden work.

Though, educationally, it might be a good thing for the boys and girls to do a large part of the house and garden work, the demands of efficiency and war-time economy made other arrangements necessary. The children had neither the time nor capabilities—*nor* the inclination to enable them to reach the required standard. Now, they are responsible for the tidiness of their dormitories and washing-places and they help with the sweeping and cleaning after meals, but a paid staff of the managerial side does all the more serious background work and everything in relation to the production of school meals. Any cooking or laundry-work

DARTINGTON HALL FILM UNIT

TOTNES

DEVON

Producer of 16mm. Instructional Films
for classroom use since 1934.

NORTH WEST DERBYSHIRE
SOUTH WEST PENINSULA
NORWAY TODAY
NOMADS
GALAPAGOS
TWO FARMS
STORY OF TIMBER
RIVERS, Etc., Etc.

Lists available on request.

done by the girls is in their 'house-craft' room during school hours. In this connection, although the Manager stresses that he has nothing to do with the discipline of the children but only with the camp management, his jolly but firm manner with the children in dining-room or at work in the grounds does add considerably to the likelihood of good and pleasant behaviour.

At first at Westmark the idea was that the school garden should be run by the boys. But these are town children and moreover Portsmouth children with the sea and ships deep in them, and they did not easily take to landlubbing. There is now a full-time gardener, and any keen children work under him. About ten boys are real enthusiasts and put in many hours' work weekly. The girls have been contented with flower and radish gardens round their own verandahs and have made a flower garden with a little rockery and lawn for the Headmistress. Such work seems to appeal to them much more than does the large-scale horticulture of the big camp garden.

As far as the children's free time goes, a lot

of this is not yet as profitably used as it might be. They tend just to wander about—especially the boys—and have not organized it much for games and other activities. On the whole the girls have settled the better. They seem more able to find scope for themselves in groups, and through various little home-making activities, such as knitting, playing with dolls, inhabiting and making 'homey' a sort of sitting-space in a dormitory with various little devices.

When one considers that the whole community began from scratch from unrelated units barely eighteen months ago the development is wonderful; however, some of the most useful work yet to be done in Westmark is in the development of out-of-school activities, hobbies and games. More Scouting and Woodcraft ideas and occupations would help the boys.

As this camp school is quite near a village and a small town, advantage has been taken of this so that the children can share in the life of the larger community as well as in their own. Some boys have joined a local scout troop, and the children join any church they wish, to which they go on Sundays. The Senior Mistress had certain connections in the district and has made others, so that children are invited out to tea in small groups in the neighbouring houses. This is, of course, of value to both host and guests. This liaison—partly, but not wholly, because of the camp's position—has been more successfully made here than has been at present found possible in some other camp schools.

The health of the children is very good. Sensible variations in the times of schoolwork have been made according to the season, so that the children may enjoy the greatest amount of fresh air possible. Variations from the usual town arrangements were also made in the staff's worktime so that by putting their short free times together they may have longer consecutive periods of freedom to enable them to visit their homes in Portsmouth or elsewhere, or to get more complete rest or change than would be possible in more frequent short periods. Considering that no child at Westmark is older than 15, and for how comparatively short a time this school community has been in existence, a surprisingly strong corporate life has developed. On the whole it has been

NEW 'STUDIO' BOOKS

Beginnings — Teaching Art To Children

By MINNIE McLEISH

This book is an aid to the teacher in the elementary school and to parents and of exceptional interest to children. Each page opening is a complete lesson, delightfully illustrated, dealing with a specific art or craft. The subjects discussed and illustrated cover a wide range from painting and drawing, modelling, stencil and cut-paper work, to weaving, raffia work, and the making of toys and models.

10 × 7½.

Boards.

8s. 6d.

I Wish I Could Draw

By PERCY V. BRADSHAW

In his book the author explains his methods clearly and simply, and each point is demonstrated by diagram and illustration. Teachers, parents, and children will find this volume, with its hundreds of illustrations, of real assistance. 10 × 7½. Boards.

8s. 6d.

The A.B.C. of Our Alphabet

By TOMMY THOMPSON

Countless generations of scribes and artists have drawn, shaped, and slowly changed the shapes of letters until they now bear but little resemblance to the original form. In this book, beautifully displayed and printed in two colours, the author traces and illustrates the romantic path the alphabet has followed.

10 × 7½.

Boards.

8s. 6d.

Art For Children

By ANA M. BERRY

New revised edition

A book of ships and adventure, of legends, fairies, and animals, it appeals to every child and should be of great assistance to the art teacher. Illustrated only by world-famed masterpieces in black and white, with many plates in full colour. 10 × 7½. Cloth.

8s. 6d.

'HOW TO DRAW' SERIES

READY SHORTLY

How to Draw Ships, by Peter F. Anson.

How to Draw Children, by Priscilla Pointer.

ALREADY PUBLISHED

Drawing a Cat, by Clare Turlay Newberry.

Doll-Making at Home, by Grace Lovat Fraser.

Children's Gardens, by Edwin L. Howard.

How to Draw Trees, by Gregory Brown.

How to Draw Birds, by Raymond Sheppard.

Drawing Dogs, by Diana Thorne.

How to Draw Horses, by John Skeaping.

How to Draw Planes, by Frank Wootton.

Baby Animals on the Farm, by Vera Temple.

Since *Drawing a Cat* was first published early in 1940 this series of little books has had an astonishing success. Each volume is profusely illustrated, bound in cloth, 2s. 6d. per volume.

THE STUDIO LTD., 66 Chandos Place, W.C.2

found that children under 10 or 11 do not settle as well as the older ones, though there are some younger ones very happily absorbed.

2. TOM HOOD SCHOOL. (*A Central School from Leytonstone, E.*)

Now, away from Westmark and its sandy soil and piney hills and its Hampshire lambs looking through the hedge; across to the east and on to the Wealden clay. Here there are much the same southern sloping fields and silvering wooden buildings, rather more cosily arranged with big trees nearer (but the emerald green window-frames and doors lend Westmark a greater gaiety than have these other camps). And the southern skyline is again bounded by the distant curves of the South Downs.

This camp school had an easier start than had Westmark. It began as an already existing entity (though certainly it left a limb behind in Leytonstone in the form of eighty boys and girls and a few staff), and it carried on in the country with familiar ways and familiar faces.

Their school world is a very real world to children, usually a happy one, and at any rate a well-known one. So that the mental shock for those uprooted from their homes is very much less in the case of children such as these whose whole school is 'evacuated', than for those who are separately billeted or come from separate schools and whose world is broken or divided. The Tom Hood boys and girls found themselves in the camp school probably in the same form with the same form master or mistress they had had in London, and with the same friends round them. There was the additional 'fun' of seeing their day-school friends in new circumstances, such as shared dormitories and week-end play.

This has enabled them to stand up to a profoundly changed environment and quickly to go on to profit by their new surroundings and to share happily in a large community life—even if this to an outsider must seem to lack a certain 'homeyness'. Whereas to many billeted evacuees, in spite of the passing of time and of much kindness, alien remains the alien corn.

Again, the Tom Hood boys and girls have their morale strengthened by belonging to a school that has its traditions and ideals and that was already divided into well-formed

groups. This existing grouping is strengthened in every way now that the school is a boarding-school. Latterly children have been coming from London who are really not suitable in age or attainment to a central school, but they seem to have settled down happily, absorbed into an already formed community life.

The school is divided into four houses called after four reformers: Dickens, Shaftesbury, Kingsley and Wilberforce, quotations from whose words are their mottoes. Each house has its House Master and Mistress who sleep in the dormitories. They have a boy and girl captain and vice-captain. They sit in 'houses' at table and have the usual inter-house matches and competitions. In this way each boy and girl who left home, still was somewhere where he 'belonged' and discipline and much of the details of organization could be left to these leaders who were already used to leading; though in the camp school their responsibilities are much wider than they could be in a day school.

The school really is co-educational, more completely so than in some of the long-established private co-educational schools. The boys and girls are mixed in houses, in school, at meals and in play. One 'house' block is made up of a boys' and a girls' dormitory. I noticed, as often when boys and girls are left really free to choose and not carefully mixed as marbles in a bag by an outside agency, that there was a good deal of natural segregation of the sexes. At meals, most, though not all, of the older boys and girls sat separately on either side of their house table. In the top form most of the boys sat at desks on one side of the room and the girls on the other, though the head boy and girl, who are great friends, were sharing a desk. One could see too that 'the authorities' were glad of this friendship of what their Headmaster called 'two fine people'. All this, of course, is an encouragement to a sane and healthy outlook on the children's part.

Tom Hood School makes splendid use of its boarding-school and country opportunities. There seems to be every kind of desirable out-of-school activity, some aided by enthusiastic staff who thus give up yet more of their time and energy than that demanded in school

CURRENT AFFAIRS

The World To-day

A new series of illustrated books, of over 100 pages each, designed to give to certain topics of outstanding importance fuller treatment than can be given to them within the limits of a pamphlet.

2s. 6d. net each

No. 1. *U.S.A. : An Outline of the Country, its People and Institutions.* By D. W. BROGAN.

No. 2. *America's Economic Strength.* By C. J. HITCH.

No. 3. *South America, with Mexico and Central America.* By J. B. TREND.

No. 4. *Canada.* By B. K. SANDWELL.

In preparation : *America in World Affairs*, by ALLAN NEVINS ; *Turkey*, by BARBARA WARD ; *North Africa*, by ALAN H. BRODRICK.

Oxford Pamphlets on World Affairs

4d. net each

The most recent numbers in this well-known series are :

No. 49. *Holland and the War.* By G. N. CLARK. No. 52. *Britain's Food in Wartime.* By Sir E. JOHN RUSSELL.

No. 50. *American Foreign Policy.* By D. W. BROGAN. No. 53. *The Arsenal of Democracy.* By Dr. A. J. BROWN.

No. 51. *Norway and the War.* By G. M. GATHORNE-HARDY. No. 54. *China.* By P. M. ROXBY. No. 55. *Japan and the Modern World.* By Sir JOHN PRATT.

Full list on application.

The Oxford War Atlas

The First Two Years. By J. H. STEMBRIDGE. 2s. 6d. net.

This atlas is a record in maps of the events of the first two years of the War, down to the beginning of September 1941, and at the same time a reference atlas for the main theatres of war in which operations are now proceeding. It contains 67 black and white maps, each with a page of explanatory text opposite.

A Brief History of the United States

By ALLAN NEVINS. Pp. 144. Limp cloth, 1s. 6d. ; cloth boards, 2s. 6d. net.

This book is intended to supplement the existing text-book of modern history in use for the School Certificate course in Secondary Schools.

OXFORD UNIVERSITY PRESS
Southfield House Oxford

hours ; and some run by the boys and girls alone.

The Assembly Hall is tremendously used. The stage has been fitted up with curtains made by the girls, a very dashing design of large red velvet dots on black ; and here they act, make music, dance and sing.

There is a stubbing group that mends the camp shoes. There are their own Scout and Guide troops (there being here no possibility as at Westmark of finding a local troop). There are gardeners who are proud to have been able to present the camp dining-table with many good meals and with flowers for decoration. (The main garden, that provides a large part of the huge quantity of vegetables eaten, is apart from the children's and run by the Camp Manager and gardeners.)

The Manager's hens and pigs are not only useful but often serve as practical biology and nature subjects, and the white ducks wander pleasantly about among the buildings. Incidentally, everything already said about the necessity for skill, wisdom and goodwill in the working relations of the school and managerial sides, holds good here and in the next camp to be described, and, as at Westmark, has produced a happy and successful state of affairs.

There was a great feeling of keenness here not only in each person for his own special work but also of appreciation of the other fellow's job and point of view ; a capacity, while doing that work heartily, to enjoy and understand other aspects of life.

The Manager is human enough to understand that in a spell of frightful weather a surprise or 'something special' for tea has a real spiritual value. His eyes can shine at the thought of the children picking flowers in the spinney as these 'come up just one after another', as well as at the sight of his ultra-modern kitchen gadgets. The Headmaster, with a school full of children and an office full of work, can wonder anxiously why one pig is rather thin. The chef in the act of serving 300 hungry people can look up from a breast-high cauldron of steaming stew, not with conventional greeting or some remark about his cooking, but to say gently, 'It's a sweet day', and then return to his busy ladling.

That is an atmosphere which any visitor,

whatever the social or educational bee in his particular bonnet, would welcome as really educational.

3. WILSON'S GRAMMAR SCHOOL. (*From Camberwell.*)

This camp school, adjacent to the Tom Hood and run by the same Camp Manager, has a similar arrangement of buildings as the others but has more blocks, so that in spite of the conversion of some dormitories into school buildings, more than 300 boys can be housed.

Wilson's was founded some 300 years ago. It has come in its entirety—staff, boys and equipment—from Camberwell. No boy has left except to go to work, to go into the Forces or to the University, and since they came to the country they have had rather more new boys than leavers.

As this school has come as a whole in good working order and with its splendid tradition, there has been no question, as in 'mixed' evacuee schools, of producing a new camp discipline. The boys are happy and at home in a known group—to which they are delighted to return, having had experience elsewhere of being divided up in billets.

Chiefly by making alterations and additions to some of the dormitory huts, three laboratories (biology, chemistry and physics) equipped with the school's own apparatus, have been produced. They also brought with them from London a reference library to which the senior boys may go at any time. This is the only room fully carpeted and this, with the low chairs, large tomes and serious students, gives an air of quiet and impressive solemnity contrasting with the rather gay air worn by the rest of the camp with its light colours, many windows, unimpeded views and many youthful inhabitants.

The transformation of Wilson's into a boarding school was just what was needed to eliminate some of its unavoidable weaknesses when in London. Some of the boys come from small, poor homes where there was never the faintest hope of reasonable quiet or space in which to do their homework. In London the masters had arranged therefore that certain schoolrooms should be open to be used for homework after school hours. Now that problem has ceased to be.

Miraculously low as the fees are, many parents could never afford to send their boys to the country in the holidays. Now, of course, they are there all the time. In the Easter term often quite 20 per cent. of the boys used to be away ill. This year, at the very worst, the absentees have numbered about 5 per cent., and usually it is 0 per cent.

Of course, these boys have a good deal of stiff work to get through, but get through it they do, and this year have all passed their examinations very creditably, and some have won University Scholarships. As well as this they have made full use of their country surroundings educationally, particularly in the subjects of biology, history and geography, in allotment work, and physically in simply being out of doors as much as possible. In England so often the weather is made the excuse for not taking children out. The Headmaster of Wilson's (referring to the gymnasium apparatus standing under a verandah ready for use out of doors) remarked: 'We make the fullest use of fine weather'.

The Assembly Hall here, as in other camp schools, is the centre of much of the life. But the flagstaff with its school flag standing in the space round which the buildings are grouped, also suggests that there was this outdoor centre too. As a returning football team peeled off its shirts, their still brown backs at the very end of October were a wordless sign of the use these boys, born and bred in Camberwell, had made of the summer.

In the afternoon the general effect was of *activity*. On the playgrounds and in and out amongst the various grey buildings wove the gay shirts in their four separate colours; most boys were playing, some were with a pony, some on bicycles. All were moving about busily, but I did not hear nor see a single adult in any way ordering or directing, or intervening at all, which is a tribute to the smooth running of the organization.

The staff do in fact lead very arduous lives, as they not only teach but also, as house tutors, look after a group of boys especially allotted to them. These boys can come to them in every difficulty or pleasure and they are responsible for and know all details about them. Then they have their 'house' duties

and take a great part in the out-of-school recreational activities, which are very varied. They do this willingly as their war contribution, but should the camp schools continue as boarding-schools in peace-time, more accommodation would have to be found not only for the present staff, but for an increased number, allowing for more time off and for recreation by outside inspiration, rest and enjoyments. They are aware too that the boys still badly need a handwork and a recreation room.

AFTER THE WAR

When that unbelievable minute arrives, when 'after the war' suddenly becomes 'now', what will happen to the camp schools?

Many of the children will have no homes to return to, others will have no schools. One-time well-to-do parents will have found that no old school tie can be forced on to their boy. Public Schools will do many calculations to reconcile large commitments with few fees, and will be looking about for government grants. Buildings of any kind will be as valuable as gold.

Will it not be possible to use and develop these camp schools? particularly if the Board of Education's proposal for single control of elementary and higher education comes into being, so that though some may still be used for their original purpose, others may serve a wider section of society and may become a much larger part of our state education.

I can see possibilities for beneficial development in a few directions. At present there is very little contact with the *people* of the county where the camps are placed. The children are not as aware as they might be of that background of us all—the land—and of the special rural and agricultural problems and interests offered by their particular corner of England. At present, of course, farmers are terribly busy, and many of the other people living in these pleasant places where the camps lie are not *really* part of the country, but are town people set down there who are not much interested even in permanent country inhabitants and certainly not in the imported camp schools.

The staffs, no less than the children, should have more opportunities for social contacts.

In present circumstances they have little chance ever to be alone, and yet sometimes must be unnecessarily lonely. In spite of the present harmonious working of most camp schools (they do not give the feeling of being closed communities) contacts with their new countryside, with their old town, with the children's parents, and with other schools would tend to keep the camp life vigorous and healthy. In all the camp schools in deep country far from villages, staff cottages would need to be built.

Although the necessity to contrive and to re-arrange has been of profit to individuals and is giving experience for future developments, a good point of camp school organization is the admission in principle that, although the teachers must feel the shared community life to be of first importance, they should have the household work taken out of their hands by the managerial staff. Some modern schools, very anxious to stress the importance of com-

munity living, have exhausted their teaching staff by household work before they ever come to the children! Whereas in the camp schools the high standard of cleanliness and brightness is very marked, as is also the pride and care of the managerial staff who know they are there to be responsible to their own association for the 'fabric' and its upkeep and for the physical background of good food and good order.

Here are the camp schools, already belonging to the state, ready to be used and developed at comparatively low cost as camp schools for fortnightly holidays; as co-educational boarding schools; for lending to complete schools such as Wilson's; as schools for delicate children; or for those especially studying agriculture and its associate subjects.

They seem to me to bear the seeds from which will grow a real social and educational reform. Moreover, happily unlike so much else, the seed is not lying dormant until 'after the war' but is already vigorously sprouting.

A Children's Camp in the U.S.S.R.¹

Beatrice King

Author of 'Changing Man';
Assistant Editor, The Anglo-Soviet Journal

THERE are two types of camps in the U.S.S.R. There are the summer holiday camps to which about 75 per cent. of town children go for six weeks and there are the permanent camps, organized later, to which children whose health is below normal or who show a tendency to some disease are sent. There are also, of course, the forest schools² which have existed for a great many years.

The Soviet camps differ in many respects from those in other countries. Their chief purpose is to improve the children's health. Propaganda plays a secondary part. Like the schools they are co-educational. The boys and girls do not sleep under canvas. Where large

private mansions existed in suitable places they have been acquired for camp use, otherwise new buildings have been erected. The children sleep in beds in rooms more or less open to the air according to local conditions. They do not prepare their own food or do other domestic duties. All such work is carried out by paid domestics. Russian educationists do not agree that the children of workers like spending their holidays doing domestic chores. It may be amusing, they say, for the children of the rich in capitalist countries. But they do not think it has any educative value as a routine. The camps are characterized by the generous scale on which they are planned.

¹ This article was written before Germany attacked the U.S.S.R. The Artek camp near Odessa has been evacuated, and one can only hope the enemy has not destroyed it.

Other camps are being used as schools for evacuated children. Their existence in such numbers has prevented an evacuation problem of thousands of children left on the streets without education. Though it is inconceivable that any household in the U.S.S.R. should refuse to take in children,

school camps are obviously a much more satisfactory solution to evacuation than private billeting. The most valuable part of education—social education—is being continued in the clubs and pioneer organizations in the camps. Similarly, the opportunities for creative self-expression, which it is so difficult to provide in scattered billets, is easy to provide in boarding-schools, which is what these camps have become.

² See *Changing Man—The Soviet Education System*, by Beatrice King.

The Artek Pioneer camp is typical of the new camps of the second type, the health camps. It is charmingly situated on a hillside, sloping down to the Black Sea. The grounds stretch for miles. There is no landlord to whom payment has to be made and space is not a problem in the U.S.S.R. There are wooded copses which afford retreat when boys and girls want solitude alone or in couples. There are well laid-out gardens which are a blaze of colour in the summer. There are acres of vegetable gardens, there are orchards and fields where some crops were growing when I was there and there is plenty of room for animals. Leading down to the sea an amphitheatre has been made where amateur performances are given by the boys and girls. In 1938 a decree was passed to the effect that all children's sanatoria, rest homes, and hospitals must continue their education. For the Artek camp this meant the building of classrooms.

The Camp is maintained entirely by the Ukrainian Republic. When I was there in the autumn of 1938 it had 350 boys and girls between the ages of eight and sixteen and a staff of 180, which included medical, domestic and educational staff. These last were not engaged on teaching as this had not yet begun. At the head of the camp is a director who, though ultimately responsible for the whole institution, appeared to share his responsibility with the senior doctor. There is an elected staff committee to deal with all problems. The children are sent to the camp by the school committee on the recommendation of the school doctor. They stay for a minimum period of six weeks or longer according to the report of the camp doctor. No charge whatever is made to the parents.

The buildings have been laid out in three wings, one for each of the three age-groups into which the children are divided: 8-10, 11-13, 14-16. Each wing is built with two obtuse angles to catch as much sun as possible and has an open verandah running its entire length. Throughout the summer, boys and girls from 12 years upwards sleep on this verandah. Doors lead from it into the bedrooms. These are constructed in sections, each of which opens. The number of sections

Medicine and Mankind

by ARNOLD SORSBY

The study of medicine is no longer confined to the alleviation of disease, but now extends to everything that pertains to the physical welfare of man. Dr. Sorsby gives us a broad and intensely interesting account of modern medicine which the intelligent reader without medical training can follow with enjoyment.

Illustrated, 12/6

FABER & FABER

opened depends on the weather. The girls' bedrooms are on one side of the wing and the boys' on the other. Each wing has a doctor, a matron, and an educationist in charge.

The accommodation is on a lavish scale. Each wing has a medical room, wash-room, bathroom and offices, a reading-room, a rest room, a playroom with a variety of table games which can either be played in the room or taken out of doors, a naturalist's room, a workshop where aeroplane models etc., can be made. There is a general dining-room where meals are taken in two shifts and a large hall for dances, lectures, film shows, and plays by visiting companies.

The senior's wing is situated higher up on the hill, away from the juniors. Not far from this is the medical wing. This has a large bacteriological and chemical laboratory for experimental and research work, an X-ray room, another for light therapy of every description, a room for radiant heat and oxygen baths. There is a dietetics department with its own laboratory. There is a central library with 5,000 volumes.

The Listener *says :*

'... this is an important book ... as refreshing as it is rare.'

ÆSCHYLUS & ATHENS

A study in the social
origins of drama

GEORGE THOMSON

One Guinea



Please write to 2 Southampton Place,
W.C.1, for our complete list of publications.

LAWRENCE & WISHART

(Distributors: Simpkin Marshall.)

This catalogue gives no idea of the attractiveness of the place. Passing from room to room one succumbs more and more to the gaiety of the decorations, to the charm of the colour schemes, to the general air of friendliness and happiness. The whole place was spotlessly clean and yet it was being used and used effectively. Walls everywhere are painted in light attractive colours, so are the ceilings. The curtains in deeper tones harmonize with the walls. Each bedroom has its own colour scheme of some pastel shade. Every child has a small cupboard for personal treasures and shares a common wardrobe for clothes. The girls' bedrooms have mirrors, a concession to femininity. The number of children to a room varies. The largest had seven, the smallest three children. Opinion is divided as to the best size for a bedroom in a camp. Some, like the senior doctor, are on the side of the small bedroom. They hold that it will accustom the child to living as an individual used to an independent existence. He will obtain his training in the collective spirit through leisure activities in the various camp clubs.

Others, like the director, regard dormitories for about twenty children as the best arrangement educationally. They claim that this early collective living will encourage the collective spirit and subinduce a better individual.

The dining room was surprisingly beautiful, a harmony in rose. The ceiling was gaily painted with scenes from Soviet life, fairy tales, and Russian fables. Pink curtains framed the windows. Down the centre of the dining-room ran a strip of very good carpet. There were separate tables for four, with snowy tablecloth and flowers. The floor was polished parquet. A section of the room was set aside for children on special diet. I asked the director whether he did not think that a more spartan regime was better for children. His reply was interesting. 'Games, exercise, dancing etc., makes our youth physically fit and strong. Poverty of environment does not necessarily make for fitness. We want our people to lead cultured lives, therefore we must give them a cultured environment in their childhood.'

The food here is good and plentiful. I had an excellent and well-cooked lunch from the general kitchen. Here is the menu for the day I visited the camp :

Breakfast.—Bread and butter, scrambled egg and tomato, curd cheese and sour cream, rice porridge with raisins made with milk, and tea. All these items were served to each child.

Dinner.—A choice of three kinds of soup, schnitzel with vegetables, vermicelli and raw tomato, raw apple.

Tea.—Milk-cocoa, large bun and sweets.

Supper.—Savoury cheese fritters, beef Stroganov, potato puree, apple tartlets, compote of fruit, tea. An apple is given last thing at night.

Discipline appears to cause no difficulties. Every bedroom has its monitor and children give an account of themselves to their monitor every morning by the sea. The monitors in turn report to company leaders. This public discussion of behaviour appears to be a satisfactory way of keeping discipline. Difficulties do arise occasionally. When they do they are left as far as possible to the children to solve. The company leader will make a report of a difficulty and its solution to the educationist in

charge. The children make their beds and keep their rooms tidy indoors. They all spend a great deal of time out of doors in physical and other activities. There are a great many clubs, music, ballet and folk dancing, construction, nature, drama, rowing, physical culture etc. At the end of a month the children give a demonstration of their activities which frequently includes the production of a play. Each activity is under the supervision of a trained and qualified worker.

Both the Director and the doctor said that co-education produced no difficulties. Life was very full indeed. Their emotional life was satisfied through artistic and physical activities.

There was definite teaching as to what constitutes socialist good behaviour.

This camp was impressive evidence of the Soviet attitude to children. When a decision is taken that so many more camps are to be built the authorities allocate, without haggling, the maximum amount. The limits are set by the availability of labour and material at the time.

Many camps are run entirely by trade or professional unions on the same scale as Artek, which has become the standard to be aimed at. This attitude of putting the child first makes the task of Soviet educationists much simpler than it is in other countries.

Children's Drawings and the War¹

Agatha H. Bowley,

Psychologist, The Dundee
Child Guidance Clinic

DRAWING and painting are natural activities of a young child, and provide him with a valuable creative outlet. Long before he can write, he will enjoy making his own experiments with chalk and pencil and paint. The form his 'creations' take will depend to some extent on his imaginative powers, his mental ability, his artistic talent, and his skill in hand and eye co-ordination; but almost all children will want to draw at some time or other. Drawing may also help a child who is unduly disturbed by emotional conflict to relieve some of his painful feelings, and clinicians may be aided in their diagnosis of emotional disturbances by studying such a child's drawings.

It is interesting, and also rather important, to consider what effect the present war may be having on children. Many of us have been gravely concerned about the possible harmful effects of air raids and evacuation on the emotional development of children. Several investigations have been carried out, and various recommendations made. Separation from parents has certainly caused some increase

in neurotic symptoms,^{2,3 & 4} but not so great as was feared perhaps, and suggestions to relieve anxiety and to counteract delinquency have been made by many educationalists, psychologists, and social workers.^{5,6 & 7}

Most of the evidence that has been forthcoming has shown that the majority of children do not appear to be adversely affected by quite severe air raids, and that minor emotional disturbances are short-lived, if the parents or the teachers do not show undue anxiety.

I was interested to try to discover whether children's drawings reflected the present war atmosphere to any extent. Several teachers had remarked to me that 'children seem to draw nothing but aeroplanes these days'. I thought about this statement a good deal. If children were interested in the war, if the glamour and excitement of the battle appealed to them, they might draw war pictures, and it would seem unfortunate if they did this to the exclusion of other interests. If they were frightened by the war, they might also draw war pictures, and though this might be of therapeutic value, it would be indicative of

¹ The substance of this article was given in a paper read to the British Psychological Society on July 26th, 1941.

The drawings were subsequently sent by request to America to be sold in aid of the Society of Friends War Relief Fund.

² Burt, C.: *The Incidence of Neurotic Symptoms among Evacuated School Children*. Brit. J. of Educ. Psych. X, pp. 8-15.

³ Alcock, T.: *War Strain in Children*.—The Lancet, Jan. 25, 1941.

⁴ Henshaw, E. M.: *Some Psychological Difficulties of Evacuation*.—Mental Health I (1940), pp. 5-10.

⁵ Straker, A., and Thouless, R. H.: *Preliminary Results of the Cambridge Survey of Evacuated Children*.—Brit. J. of Educ. Psych. X, pp. 97-113.

⁶ Burt, C.: *The Billeting of Evacuated Children*.—Brit. J. of Educ. Psych., XI, pp. 85-98.

⁷ Ed. S. Isaacs: *The Cambridge Evacuation Survey*.—Methuen, 1941.

some emotional disturbance. If war experiences had stirred up latent anxieties, they might draw grim and terrifying war pictures, or highly symbolic pictures, or be unable to draw at all.

I asked several teachers in a primary school and one supervisor of a play-centre to ask the children under their charge to draw anything they liked, and to make no reference to the war.

All the children lived in Dundee. Dundee has not been subjected to a blitz, but a few bombs have fallen in the town, and a fair number have fallen in the surrounding country. Air raid warnings have been fairly frequent, and if they occur during school hours the children are always taken to the shelters. A few of the children, who contributed drawings, had been evacuated from more heavily raided areas.

A total of 222 drawings were obtained.

The ages of the children ranged from 4 to 10 years. The age distribution was as follows: 31, 4-year-olds; 61, 5-year-olds; 34, 6-year-olds; 46, 7-year-olds; 14, 8-year-olds; 21, 9-year-olds; 15, 10-year-olds.

There are, of course, too few of the older children to allow any definite conclusions to be made about the influence of the age factor. But the majority of the children were under 8 years, and so the drawings are representative of a period when children are usually most spontaneous, and least self-conscious in their creative expression.

It is not, unfortunately, possible to give the exact number of boys and girls who contributed drawings, but the sexes were probably almost equally represented.

Only 39, or 17½ per cent., of the drawings showed any reference to the war. Thirty-four of these were by boys, and 27 of them included aeroplanes, and it seems likely that boys' natural interest in mechanical things and their normal and overt aggressiveness will account to some extent for the greater number of war-time subjects they drew. Certainly aeroplanes have superseded motor cars and trains in popularity (cars were only drawn six times and trains twice) although they are so difficult to draw.

The following are some of the more interesting titles:

A STUDY OF THE GOSPEL OF CHRIST

By SPENCER LEESON,

Headmaster of Winchester College.

5s. net

The Headmaster of Winchester takes the great doctrines of the Christian Faith, places them in a modern setting and expounds them in the language of to-day. The book is popular in style in the sense that it is easy to read, but it has all the charm of the work of the classical scholar. It provides material which is constantly asked for by students and senior boys in the schools.

S.C.M. PRESS

58 Bloomsbury Street, London, W.C.1

- 'A hen, baby chickens and an aeroplane overhead', by a boy aged 5.
- 'A motor car, houses, stars, the moon, and two aeroplanes', by a boy aged 5.
- 'A man, a house, and a parachutist dropping from an aeroplane', by a boy aged 6.
- 'Spitfires looking to see if there are Germans', by a boy aged 6.
- 'British planes bombing a German boat', by a boy aged 6.
- 'A British castle and aeroplanes overhead', by a boy aged 6.
- 'The sun and aeroplanes', by a boy aged 8.
- 'Aeroplanes and an Air Raid Shelter', by a boy aged 8.
- 'A german submarine and british planes attacking', by a boy aged 9.
- 'Searchlights, and anti-aircraft guns attacking a german aeroplane', by a boy aged 9.
- 'German aeroplanes bombing houses', by a boy aged 10.
- 'A battle at sea', by a boy aged 9.
- 'A british cruiser, and a british aeroplane driving off a german aeroplane', by a boy aged 10.

The youngest child, who drew a war picture, was a 4-year-old boy—an attempt at 'an aeroplane and a boat'.

Only five girls drew 'war pictures'. The following are the subjects they chose :

'A bombed house, a garden and a flower', 5 years.

'Boats with the british flag, and a lady', 5 years.

'A british ship', 6 years.

'The british flag', 6 years.

'An Air Raid Shelter and an apple tree', 8 years.

The pictures of the battles at sea, of camouflaged aeroplanes, and of searchlights at night are the most effective from the artistic point of view. I think it is likely that four drawings show evidence of overt fear about the war—the two including bombed houses, the one including the parachutist, and the one with the aeroplane flying low over an Air Raid Shelter. Four out of 222, or approximately 2 per cent., is gratifyingly small.

By far the greater number of children chose subjects unconnected with the war—183, or 82½ per cent. Houses were drawn 84 times, and people 53 times—a result that might be expected as so many very young children were included. Forty-nine of the houses had gay coloured gardens, flowers in a room were drawn by two children (8-year-olds), and flowers, and children playing in a park were drawn four times (by two 9-year-olds and two 10-year-olds). The drawings were obtained during the months of April, May and June, when children are perhaps most aware of

flowers. Some of the most attractive drawings included a house with brightly coloured curtains in the windows, a person, often drawn inside the house, dressed in gay coloured clothes, a garden glowing with tulips and many 'indefinite' flowers, bright green grass, a golden sun, and a vivid blue sky, sometimes with the conventional flock of birds. A child who is able to draw such a picture would not appear to be very upset by the war, but seems still able to appreciate the joys of springtime. It was interesting to note that one little girl aged 7, evacuated eight months ago from the East End of London, drew a most delightful picture of flowers. It seems that neither the black-out nor the gloomy clouds of war can dim a little child's natural love of bright colours—possibly they even enhance it.

I think these data provide a little evidence that children are not so absorbed in the war or so influenced by the war atmosphere to be unable to appreciate beautiful things, or to be unaware of their normal environment. It is refreshing to discover, for instance, that some children at least can still draw their mother's washing-line, their favourite sweetshop, 'men selling balloons', or 'swinging in the park'.

It would, of course, be interesting to obtain a collection of drawings by children living in, or recently evacuated from, a heavily raided area, to see if there was a higher proportion of 'war pictures'.

I think that, although it is important to teach a child how to take normal precautions and to answer his questions about the war as truthfully as possible, it is wise to keep his interest in peace-time pursuits alive.

New Education Fellowship News

NEW POSTAL ADDRESS

Owing to the fact that both the evacuated office and the temporary London office are likely to move again in the near future, we have decided to adopt a monomark address for all correspondence until after the war, when we shall hope to have *permanent* Headquarters once again. Will all correspondents everywhere kindly use the above address until further notice.

All who are in constant touch with us and therefore

**International Headquarters,
Postal Address :
BCM/NEWED, London, W.C.1**

know our exact address, need not use the new monomark address.

N.E.F. JANUARY CONFERENCE AT EXETER

The N.E.F. will hold a conference at University College, Exeter, from 1st-5th January. We have chosen Exeter in order to make it easy for members from the South-West to attend. In the spring we hope to go North for the sake of members there. Details of conference will be sent to all members

NEW EDUCATION FELLOWSHIP

Education will be a vital instrument in restoring freedom and civilization. We intend to play our part in creating an education equal to this task. The N.E.F. is now out of action in most European countries. Britain almost alone links Europe with the Fellowship's large membership in other continents. The English Section invites you to join in its work of preparing for the future.

Particulars of membership and aims from THE N.E.F., BCM/NEWED, LONDON, W.C.1.

soon. Non-members, who are welcome at the Conferences, should write to the monomark address for details. (Further note on page 258.)

SECRETARY, ENGLISH SECTION

We have to announce, most regretfully, that the E.N.E.F. is to lose the services of Mr. Vivian Ogilvie, who has since the beginning of the war been so able a Secretary. He has felt obliged to take work more directly connected with the war effort. All members who have met him will wish him and his wife good luck and *au revoir*.

UNION OF SOUTH AFRICA

Dr. (now Major) E. G. Malherbe—member of the N.E.F. Executive Board—has been appointed O.C. of the educational department of the South African army (Union Defence Force). He has recently visited Egypt where he organized the educational activities of the South African troops in the Western Desert. The U.D.F. scheme envisages an education that will 'help to win the peace as well as to win the war'; special attention is being given to education for citizenship—citizenship after the war when economic and social adjustments will demand an understanding of the bases of our civilization.

AUSTRALIA

The New South Wales Section has the new Labour Minister for Education, the Hon. Clive R. Evatt, K.C., K.L.A., as its Patron. In July he addressed an N.E.F. meeting on 'New Educational Horizons'. Mr. Evatt has already announced that he will abolish corporal punishment in the schools and has removed history and geography from the list of examination subjects for entrance to High School. He hopes to relieve examination fear and strain, to bring more music into the schools, to reform school curricula and the Children's Courts. A Committee set up by the New South Wales Section to study

Community Centres in practice and plan has issued a report obtainable from Mr. G. Hunt, Box 47AA, G.P.O. Sydney (price 7d.).

South Australia.—A special feature here has been a series of Training Classes to equip leaders to carry the N.E.F. work into rural districts. Thirty-eight leaders have been trained and new local groups have already been established in nine districts. Refresher courses have also been held for over 200 teachers.

NEW ZEALAND

The N.E.F. Trustees' Library Fund is being used to purchase books for the use of N.E.F. groups in various districts. The books are housed in the public libraries at Auckland, Wellington, Christchurch, Dunedin, and Wanganui.

A noteworthy radio experiment, under the title *Understand Your Child*, is being tried from Wellington. In an effort to reach the wireless-on-all-the-time sort of home, short episodes in dialogue form, each lasting about 10 minutes, are broadcast. Each one dramatizes some problem which the ordinary home meets in dealing with its children. The programmes conclude with an invitation to write to the radio station for advice. These letters will be dealt with by Mr. H. C. McQueen, N.E.F. representative in New Zealand, who is also responsible for the programme scripts.

CANADA

Plans are afoot for an N.E.F. conference in Canada next summer.

NORTHERN IRELAND

An interesting course of lectures, to be held at Queen's University, Belfast, has been arranged. As the foreword to the syllabus says, 'it is a waste of time and opportunity to try to cope with the present unsettled situation without a policy—without knowing what kind of community we want to wrest from the upheaval.'

Book Reviews

The Hawkspur Experiment, by W. David Wills. (George Allen & Unwin, 1941. 6/-.)

The Hawkspur Experiment describes an attempt, between 1935 and 1939, to provide something better than a 'bit of discipline' for delinquents. It was well worth attempting, and the account of 'Q Camps' given by David Wills is at once interesting and illuminating. Teachers and preachers will find in his story much confirmation of their suspicions about a certain kind of Christian approach, namely, that it can work with a group, at any rate for four years.

The reviewer is bound to contrast this book with

BROWNS' PROGRESSIVE ARITHMETIC

INFANTS BOOK AND BOOKS I TO IVB.

There is a Teachers' Book to the Infants' Book and to Books I to IVA and an Answers Book to IVB.

BROWNS' PICTURE AND TEST BOOKLETS

The eighteen titles in the series present a novel and effective method of introducing the youngest children to 'free reading'. Each book contains a unique coloured picture dictionary. 1/8 net per dozen books.

BROWNS' NEW SERIES Y. A. READERS

Each book contains 16 pages and has attractive, coloured illustrations. 3d. per book.

Illustrated prospectuses gladly sent post free.

A. BROWN & SONS, LIMITED

32 BROOKE STREET, HOLBORN, LONDON, E.C.1

the more vivid account given by Anton Makarenko in *Road to Life* which he reviewed in *The New Era* of December 1936. (By the way, will the gentleman reader of *The New Era* who borrowed it from me on condition that he returned it in a fortnight, please do so now?) There was a quality in *Road to Life* which seems to be watered down in *The Hawkspur Experiment*, but then Makarenko lived in Russia and Wills in England. Nobody would elevate the surgeon above the good physician. The former's work, however, makes better reading, and one can be more sure that he has been truly objective at critical moments. In other words, I feel that the weakness in the Hawkspur Experiment lay in the Camp Chief's use of the 'transference'. The Freudian analyst does not have his patients in a group, and is deliberately using a technique with which, presumably, he is not identified. The Camp Chief at Hawkspur was primarily running a camp in a certain spirit. It might have been better not to have called it Christian and not to have aimed so deliberately at *proving something* about the way of love, if it meant involving himself in the Freudian technique removed from the consulting-room into the knock-a-bout world, by one who in his preface calls himself 'that most noxious of creatures, a layman dabbling in psychology'.

The Hawkspur Experiment differed from my own community for difficult adolescents and young men in that it aimed at showing that Christ's approach was right. Surely there are hundreds of people who don't doubt that. But what is Christ's way at any given moment? What is love? I avow quite solemnly that I am sure my own community would have broken up years ago if we had not primarily been interested in observation rather than in some well-documented approach called 'loving'. But I must add that true observation is not purely passive. People know when you are seeing them straight and that frees you from the need, real or fancied, of becoming the 'centre of an emotional vortex' (to which anybody is welcome !)

But Mr. Wills seems to me to have a very clear understanding of the nature of the individual adolescent's conflicts and struggles, and because of this is not often disturbed by the fact that he is a 'converted disciplinarian' (pages 33-34), though I believe he is so disturbed at times without knowing it, which is perhaps the crux of the matter.

At the Hawkspur camp they brought out the worst in the boys. This was surely wisdom. They reduced the 'horrors of self-discipline' by means of a Camp Council. I have never been a wholehearted supporter of *regular* Council meetings in places where everything is in such a state of flux as it is in schools and special camps ; and I feel in reading about the Hawkspur Council that it was only an unnecessary approximation to something for which the members were not ready. Money figured in their lives in too involved a manner, for fines and wages can confuse. The Committee of Q Camps had no money, and every reader must admire the way they modified the bargaining basis. Nevertheless, it seems to have been there, and that is how children are disturbed and need 'transference'. Where the community itself

is able to 'mother and father' its members instead of employing them, the 'chief' is left freer ; and that I hold to be vital *in the long run*. Payment outside may be a different matter. . . . I don't know. But read the book. This review does it scant justice unless it has, as I hope, brought it readers.

G. A. Lyward

The Cambridge Evacuation Survey : A Wartime Study in Social Welfare and Education. Ed. by Susan Isaacs. (Methuen & Co. Ltd., 1941. 8/6.)

Evacuation had to be. In a misguided attempt to lessen the evils inherent in exile, many have tried to make out that evacuation is actually a good thing, something sensible, which it takes a war to bring into effect. But to me evacuation is a story of tragedies ; either the children are emotionally disturbed, perhaps more than they can recover from, or else the children are happy and it is the parents who suffer, the implication being that they are not needed even by their own children. For me, the only success the scheme can claim is that it could fail.

However, it has been my job to see the failures and the tragedies, and a personal view has but little value. In *The Cambridge Evacuation Survey* we get the view of a team of workers who made a systematic investigation on the spot and at the time, and this book is definitely worth study. The collective view of the editors and nine authors is not entirely a pessimistic one, although strong criticism is offered here and there.

The amount of thought and work and sifting and sorting that this book represents is enormous. The period covered extends from the outbreak of war to the end of the period that preceded the onset of the bombing of open towns. After this, re-evacuation would have merely complicated any attempt at statistical enquiry. In this book statistics are skilfully used, but somehow we never lose sight of the children, the parents, the foster-parents, and the teachers as whole human beings. This must be the reason for its readability.

Something of the feeling of the book can be got from the following quotations :

'This, then, is our broadest and most general conclusion, namely, that the first great scheme for evacuation might have been far less of a failure, far more of a success, if it had been planned with more understanding of human nature, of the way in which ordinary parents and ordinary children feel and are likely to behave.'

'In especial, the strength of the family tie, on the one hand, and the need for skilled understanding of the individual child, on the other, seem to have lain too far outside the ken of those responsible for the Scheme.' (p. 9.)

'... it is extravagant not to provide personal service to which individuals can turn for understanding and help'. (p. 155.)

'This sharp lesson in the ineffectiveness and waste of a partial approach to a great human issue, one which from its very nature touches every side of human life, applies by no means only to the temporary crisis of dispersing urban populations during a war.' (p. 11.)

The body of the book must be read to be appreciated, for it is carefully written, and justice would not be done to the conclusions by pulling them out of the pie and offering them as fresh fruit.

A chapter on 'What the Children Say' is illuminating and fun. It was possible to make statistical

LAMLEY & CO.

The South Kensington Bookshop

Books as tools, relaxation, stimulus, gifts.

Order early this year to help the Post Office.

BOOKS, STATIONERY, ARTISTS MATERIALS,
CHRISTMAS CARDS AND CALENDARS

1, 3, 5, Exhibition Road, London, S.W.7

enquiry into the answers given to the two simple questions: What do you like in Cambridge? What do you miss in Cambridge? Sometimes the answers needed interpreting but they do convey the conscious feeling.

A doctor may perhaps be allowed to express regret that the medical profession was found to be so inadequately prepared for the type of problem evacuation presented, that no one thought of asking help of the doctor except for the management of physical health and preventive treatment for infection and infestation. The whole burden fell on the teachers who, as far as they were allowed, undertook the new task of caring for whole children extraordinarily well. In this Survey one doctor's name appears, that of Dr. John Bowlby, who provided a useful working classification of children into six definite groups of varying abnormality:

'(A) Anxious children, who may or may not be depressed as well; (B) Children who are "shut-in" and tend to withdraw themselves from relationships with other people; (C) Children who are jealous and quarrelsome; (D) Children who are over-active and aggressive; (E) Children who show alternating moods of elation and depression; (F) Delinquent children.

'The children were classified according to these six ways of responding. They were also ranked according to the degree of disorder shown, in three grades. Grade I indicates a slight difficulty, in some cases not much more than a bare tendency, which with reasonable treatment and understanding in the ordinary course of events, in home and school, will right itself. Grade II indicates a fairly serious maladjustment which calls for clinical treatment, but one which may be expected to yield to skilled care and attention. Grade III indicates deeply-seated emotional disturbance which, unless treated at an early stage, will be likely to lead to serious breakdown later on.'

Dr. Bowlby's descriptions of the children in each of these three groups is obviously based on clinical observation and therefore has a value even should experience lead to modification.

There remains plenty of work to be done on evacuation and the disturbances in emotional development that it has caused, as well as the ways in which some had used it to get true and lasting benefit. The unconscious feelings and factors, for instance, have not been directly tackled in this book, and yet they are of great importance, as in every matter of human relationships.

This book, however, represents the sort of work that is needed, because it is objective and unsentimental, and Dr. Susan Isaacs and her colleagues are to be thanked.

The name of Miss Theodora Alcock should be

mentioned, although it is not on the list of authors, since the survey was the child of Miss Alcock's Child Discussion Group, which many of us have attended with pleasure over a number of years.

D. W. Winnicott

Ideals and Illusions, by L. Susan Stebbing. (Watts & Co., 1941. 8/6.)

Professor Stebbing is well known as an acute and penetrating critic, who has done most distinguished work in Logic and Epistemology. A hater of humbug and pretentiousness, she loves to prick the iridescent bubbles—often filled only with hot air—with which certain metaphysicians fool themselves and their readers. In addition, she has proved that she realizes that philosophers, like scientists, owe a debt to the community that nourishes them. At this time of deep crisis, when the future of our civilization is being shaped, she is not content to remain in academic groves. In the Pelican *Thinking to Some Purpose* she showed how the study of logic could be simplified, applied to specific situations, and used to expose the emptiness of the language with which dishonest politicians hide their designs. Now, in her new book, she has attempted a similar task in the more difficult field of ethics and morals.

The list of chapter-headings will serve to indicate the kind of topics she discusses: Ideals and Utopias; 'Materialism is not Enough'; The Need for Reflection; 'The Pursuit of Happiness'; 'While Rome is Burning'; 'We will Build a Better World'; Conflicting Ideals; Speaking Plainly; The Last Illusion. In general, her method is to select horrible examples of muddled thinking and muddy writing from books like Professor E. H. Carr's *The Twenty Years Crisis*, Miss Rosalind Murray's *The Good Pagan's Failure*, Mussolini's *The Doctrine of Fascism* (written by Gentile), and Mr. Gerald Heard's *Third Morality*, and then to examine very carefully what is being asserted. She exposes superficiality and triviality quite mercilessly—as is proper—untangles the threads and uncovers the undesirable social ideals and attitudes which are camouflaged by fine phrases and high-sounding rhetoric. The spectacle is exhilarating. Her advice is always: Think clearly and to the point; avoid false and vague abstractions; above all, be definite. As she says: 'I get impatient, or disheartened, when I listen to vague exhortations to

LARGE DEPT. FOR EDUCATIONAL BOOKS

FOYLES

BOOKSELLERS TO THE WORLD

New and secondhand Books on every subject.

Stock of nearly three million volumes.

JOIN THE BOOK CLUB! Members buy Books
published at 7/6, 10/6 & 12/6 for ONLY 2/6.

113-125 CHARING CROSS RD., LONDON, W.C.2

Telephone: Gerrard 5660 (16 lines)

improve our world, platitudinous abstractions masquerading as statements of ideals' . . . 'We need to speak more plainly . . . (even though) it is much easier to talk in large abstractions, which enable us to use more elegant English.'

Inevitably, any reader of the book will wonder: Granted that what Stebbing says is true; granted that her attitude is eminently sane and reasonable—will the avoidance of jargon and muddle suffice? Is clarity enough? Do not ordinary men and women need myths and 'noble' lies in order to be moved to right action? Are not the passions and the emotions more powerful than the reason and the intellect? Can we be sure that when men see the truth bare and unadorned they will love it and pursue it as much as when it is cloaked in the splendid garments of ancient faiths? Our answers to such questions must depend, in the first place, upon the view we take of the nature of man. Those who believe passionately in the democratic way of life—a belief which is an act of faith in the potentialities of the common man—will, on the whole, be sympathetic to Stebbing's position. They will tend to believe that men—ordinary men—have it in them to choose the harder way when they know what the alternatives are, and they will think that such a choice is nobler when clear-sighted than when motivated by the fear of punishment or the hope of reward, on this earth or in an unseen world.

Furthermore, it must be noted that the advance of science involves a retreat of the myths. It becomes increasingly difficult to make people believe in stories like the Genesis account of creation or even in, say, personal immortality because it is more and more realized that the objective evidence for such ideas is absent or, at least, shaky. Yet it is widely held that belief in ideas of this kind forms the necessary foundation for the traditional (Christian) system of morals and ethics.

The Classical World was faced by a somewhat similar situation in the 4th Century B.C. and the consequent religious reaction destroyed the nascent scientific movement. This destruction was achieved comparatively easily because, in those days, science and scientific technology were not an intrinsic part of the social and economic structure. Modern science will not be so easily stifled and, therefore, the following question is urgently important: Is it possible to develop in ordinary people a love of the good life without appealing to an unseen world? Or is some form of traditional mystical religion (psychologically?) necessary as the foundation of effective ethical and moral training?

Professor Stebbing's treatment of such questions is entirely consonant with the scientific temper. She expresses views to which men of science can subscribe without doing violence to the values they hold dear or abandoning the ways of thought and of conduct which have given us our present mastery over Nature.

I have laboured these points at some length, though by so doing I may have given a wrong impression of Stebbing's book, which deals with many other vital matters. My object was chiefly to show that it contains much that is of vital interest to

N.E.F. CONFERENCE

WHAT AFTER 13?

A Conference to discuss the social and educational problems of adolescence in the modern world will be held at

University College, Exeter
on

January 1st to 5th

Speakers will include: Mr. E. G. SAVAGE, C.B. (Education Officer, L.C.C.), Mr. JOSIAH WEDGWOOD (Managing Director, Wedgwood & Sons), Mr. J. A. LAUWERYS (Institute of Education, London University).

Chairman: Mr. J. COMPTON (Director of Education, Ealing).

Details, which will be sent to all members, may be obtained from
The N.E.F., BCM/NEWED, LONDON, W.C.1.

teachers and educators, and particularly in connexion with the discussions now in progress regarding religious education and regarding the foundations of educational values. *Ideals and Illusions* may be most warmly recommended: its bracing atmosphere, together with the directness and clarity of Professor Stebbing's writing will stimulate everyone to vigorous thinking. And this, I feel sure, was at least one of her purposes.

J. A. Lauwerys

Government by the People. By M. E. Beggs and D. W. Humphreys.

Intermission 1919-1939. By the same authors. (George Philip & Son, 1941. 1s. 6d. each.)

The first of these two excellent booklets describes how the public life of this country is run. There have been many 'civics' textbooks, but this one seems to me about the most useful I have seen. Its method is lively. Between passages of admirably clear exposition come discussions between three young men—a device which makes criticism of our institutions and the raising of controversial points possible. This is but one way in which the treatment of the subject is made realistic. The great merit of the book is that the reader is not left with the idea that our institutions are perfect or that public life is in the hands of saints and sages, but that we should always be improving on our procedure and that the whole business is the concern of the ordinary citizen.

The second book outlines the course of international events between the two wars in a very lucid

METHUEN**LEARNING & TEACHING
IN THE JUNIOR SCHOOL**

By NANCY CATTY

A careful and helpful analysis, by an expert, of the *practical* application of modern theory to the teaching of young children in large classes.

Cr. 8vo. 5/- net

**THE FIRST FIVE YEARS
OF LIFE**Edited by ARNOLD GESELL, M.D.
Yale Clinic of Child Development'The importance of this record cannot be over-estimated.'—*Mother and Child*.

Illustrated. Royal 8vo. 21s. net

**THE CAMBRIDGE
EVACUATION SURVEY**

Edited by SUSAN ISAACS

'Scientific in the best sense.'—*British Weekly*.

Cr. 8vo. 8/6 net

36 Essex Street, London, W.C.2

and illuminating manner. The authors do not hesitate to bring out the mistakes (British included) which led to the present tragedy, and suggest the problems to which we have got to find solutions. But they do this without ceasing to be faithful chroniclers. Indeed, their fairness is remarkable.

These two booklets deserve to be widely used—by adults as well as in school. They are packed with information.

V. O.

Nature at Work. Books 1-3. (2/- each.)**Nature Study and Rural Science. A four-year Course for Juniors, being the Teachers' Book to 'Nature at Work'. By E. M. Stephenson. (A. & C. Black, 3/-.)**

This is a quite extraordinarily attractive series. A short review can scarcely do it justice, but a sample of its many interesting features should be sufficient recommendation. At first glance the abundance of *illustrations* strikes one, line drawings, photographs and coloured pictures. The latter are really pleasing and all are marked by clarity and accuracy. Next, the suitability and readableness of the *language* are very noticeable. Third, the very thorough *planning* of the four years' work make this course an admirable groundwork for serious biological study. Fourth, the course is eminently *practical* and is based throughout on field-work, collecting, experiment, care of living things, model-making, drawing and the keeping of records. Fifth, the work provides a progressively intensive training in close *observation*

and clear *reasoning*. It reveals nature study as no soft option, a discipline with the rigour of Nature herself, yet having a more absorbing interest than the most exciting of games. Sixth, the *importance to man* of the plant and animal worlds is brought in easily under such headings as 'The Horse as Man's Helper', 'Food for Animals on the Farm', 'Vegetables for our Meals in Winter', 'The Farmer's Friends', 'The Fish Shop'. Seventh, the Teacher's Book is a perfect treasury of *practical information* and suggestions. There is still a lamentable shortage of teachers with adequate biological training, and many who lack this have nevertheless to do what they can. It is safe to assert that rarely can so much have been given to so many in so little a space. G. P. M.

Children's Books**A Toast to The King**, by Elizabeth Coatsworth. (Dent & Sons, 5/-.)**We Couldn't Leave Dinah**, by Mary Treadgold. (Jonathan Cape, 7/6.)**The Children of Primrose Lane**, by Noel Streatfield. (Dent & Sons, 7/-.)**Snow Bird**, by Virginia Pye. (Faber & Faber, 7/6.)**The King of the Fiddles**, by Marjorie Dixon. (Faber & Faber, 7/6.)**Fiddler's Quest**, by Patricia Lynch. (Dent & Sons, 7/-.)**The Twins at St. Clare's**, by Enid Blyton. (Methuen & Co., 5/-.)**Moidi the Refugee Cow**, by Lois Castellain. (Heinemann Ltd., 3/6.)

Not Reviewed

Five O'clock Tales, by Enid Blyton. (Methuen & Co., 4/-.)**The Strange Adventures of Emma**, by Dorothy Lovell. (Faber & Faber, 6/-.)**Baby Animals on the Farm, and How to Draw Them**, by V. Temple. (The Studio, 2/6.)

There is an unusual dearth this year of books for children under 6 and over 12, and no documentaries at all have reached me. None of the books I have seen is outstanding, with the exception of Elizabeth Coatsworth's *A Toast to the King*, which is a story, with an historical setting, of three young English girls in America at the time of the Boston Tea-party. There is something exquisite about it in the simplicity and sincerity of its feeling. The rest of the stories are about contemporary children and fall into two classes, *We Couldn't Leave Dinah* and *The Children of Primrose Lane* having a war-time setting with spy hunts as their main themes, and the others making no mention of the war.

Snow Bird is a sequel to *Red Letter Holiday*, with Susan, Johanna and Alan two years older and just as high-spirited and enterprising. They are all at

pre-war London day-schools in the first part of the book and end up in Switzerland with some semi-technical descriptions of ski-ing. To me the book loses interest about two-thirds of the way through, as did *Red Letter Holiday*, and I am not sure whether the laziness is Virginia Pye's or mine. These children have 'privileges' which few if any of their successors are likely to enjoy, which somehow robs the story—though not its actors—of reality.

The King of the Fiddles and *Fiddler's Quest* both move from England to Ireland for their setting. In the former, two 'half-Irishmen', a boy and a girl, go with their entirely Irish cousin for a caravan tour to his ancestral home burnt out in the trouble. They are nice children and have a lovely time. In the other, Ethne Cadogan travels to her grandfather through the slums of Dublin and across the country in a covered wagon, to an island off the west coast. Thanks to her fiddling and the generosity of her hosts she comes unscathed through many queer adventures. I think this is probably a good book.

Noel Streatfield's story, *The Children of Primrose Lane*, is as competent as usual, and though I do not think that children would be interested in the condescending analysis of parents' pride in their offspring, I think many would find the story interesting, and the German spy as good an ogre as any in a fairy-tale.

I tried out *We Couldn't Leave Dinah* on two 8-year-olds and a 12-year-old. They would none of them let me put it down, and when at the end I asked

(à la Susan Isaacs) what they liked and what they didn't like in the book, the 12-year-old said: 'I liked everything except the father', and both the 8-year-olds liked everything, including: 'The little German girl's nice and that's quite right because there are some nice Germans', and 'It's full of very hard words but you get to know what they mean'. Dinah was a pony—one of many in the book—and the scene is laid in a small Channel Island at the time of its seizure by the Nazis.

None of these stories struck me as 'true', and neither of course does the new Enid Blyton, *The Twins at St. Clare's*, but having been prevented from reading any boarding-school stories in my youth (and tantalised by having bits of them read at 'sewing') I am now not sure that children do not get something valuable from them. The slow reader will sometimes tackle them when she will not be bothered with much else and so gains fluency, and it is just possible that the born reader who is allowed her glut of these is thereby weaned from a willingness to read trash in later life.

Among the whole batch there was one delightful satire, *Moidi the Refugee Cow*. Moidi suffers from many of the suspicions under which human refugees have had to labour, and the suspicions are as unjustified in her case as in many of theirs. I do not know how many of the 8-year-olds will see the moral, but almost all of them will enjoy its lively telling and witty and enchanting drawings.

Directory of Schools

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

TEACHER TRAINING DEPARTMENT

A department for the training of teachers for Nursery School, Kindergarten, and Junior School work, under the direction of Miss Margaret Isherwood, M.A. Camb., N.F.U., formerly lecturer at the Froebel Education Institute. Preparation for the Teachers' Certificate of the National Froebel Union. Special attention to the needs and interests of 'free lance' students, particularly to those coming from abroad or those requiring short courses of study not leading to an examination. Excellent opportunity for contact with children of all ages and classes. Facilities of the Dartington Hall Estate available for students wishing to get some acquaintance with rural life and industries.

Further information on application.

Directory of Schools—continued

BADMINTON SCHOOL

(BRISTOL)

at Lynmouth, N. Devon.

Junior School 5 to 11 years

Senior School 12 to 19 years

The School is situated in beautiful and peaceful surroundings where the girls are able to enjoy an open-air life. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

FRENSHAM HEIGHTS

FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 105 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 6 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : 144 guineas per annum inclusive

Four scholarships are offered annually

For particulars apply Headmaster

BURGESS HILL SCHOOL REDHURST, CRANLEIGH, SURREY

Boys and girls day and boarding from 5 to 14

The school moved from Hampstead at the outbreak of war, and is now thoroughly adapted for boarders in the country.

Special emphasis on art, music, workshop and creative activities besides the usual academic subjects.

Fees £100—£135 a year.

ANTHONY WEAVER, B.A.

KENNETH ALLOTT, B.A., B.Litt., D.Th.P.T.

LEIGHTON PARK SCHOOL READING

Six Open Scholarships value £84—£50, and additional Exhibitions of £50—£40, for general ability, Music and Art, will be awarded in March.

Basic fees 150 gns. per annum, inclusive.

*For particulars apply to the Headmaster,
E. B. CASTLE, M.A. (Oxon.)*

KING ALFRED SCHOOL

NOW AT

**Flint Hall Farm, Royston,
Herts.**

CO-EDUCATIONAL DAY SCHOOL. AGES 3 TO 18

Open-air conditions. Free discipline.
Encouragement of individual initiative in
intellectual and manual activities.

Joint Heads :

H. DE P. BIRKETT, B.Sc.

V. A. HYETT, Hons.Sch.Mod.Hist.Oxford.

Wychwood School, Oxford

RECOGNIZED BY BOARD OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : Miss MARGARET LEE, M.A. (Oxon.)

Vice Principal : Miss E. M. SNODGRASS, B.A. (Oxon.)

Directory of Schools—continued

ST. CHRISTOPHER, LETCHWORTH

The School during the Summer Term has been full
Montessori Department 29 Junior School 89 Senior School 132

The teaching staff numbers 24 (full time)—12 men, 10 in the Senior School.
There is a Post Certificate group of 27. There will be a few vacancies for the Spring Term 1942.

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTED, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11–19. Separate Junior School for those from 5–11. Inspected by the Board of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. Scholarships offered, including some for Arts and Music.

Headmaster : F. A. MEIER, M.A.(Camb.)

LONG DENE SCHOOL

THE MANOR HOUSE STOKE PARK

BUCKINGHAMSHIRE

Co-educational, from 4–19 years.

A safe, and perfect, place for children. Food reform diet. Working to high standards in scholarship, arts and practical living, this self-governed community has a new world outlook and a keenly alive specialist staff.

Headmaster :
JOHN GUINNESS, B.A. (Oxon.)

WENNINGTON HALL via LANCASTER

Massive building in quiet area, undisturbed by sirens. Boys and Girls; Junior and Senior depts. A school community, staffed largely by married people, incorporating domestic workers in equality and common standard of living. Hardy, practical education, aiming at both sensitiveness and toughness, providing immediate creative enjoyment and a preparation for the tasks of the post-war world. Experienced graduate teachers. Advisory council under chairmanship of Prof. John Macmurray. Fees: £90–£100 a year, with reductions in certain cases.

Headmaster : KENNETH C. BARNES, B.Sc.
(Tel. : Hornby 266.)

KESWICK SCHOOL, DERWENTWATER

Headmaster : H. W. Howe, M.A.

Keswick school provides a sanely progressive education founded on religious principles and carried out in the ideal surroundings of the Lake District. The environment is peculiarly varied. Differences of social class, sex, and nationality, of the town and country, of home life and the boarding school, all contribute their influence in building up the community and through the community the individual. Tradition and experiment blend in a well balanced curriculum. Emphasis is laid on Music, Art, Handicraft and Physical Training, without losing sight of a high scholastic standard. New Boarding House for boys and girls of Preparatory school age now open.

Fees £82 a year subject to reduction by Bursari
All further particulars from the Headmaster

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards. Undisturbed district.

Directory of Schools—continued

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : ELEANOR URBAN, M.A., HUMPHREY SWINGLER, M.A.

Boys and Girls from 3 to 18 years.

Secluded position on Devon-Dorset border.

Produce from School Farm.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Girls' Boarding school (4-18). Estate of 61 acres in Chiltern Hills. Balanced education with scope for initiative and creative self-expression. Large staff of graduates, besides specialists in elocution, art, crafts, eurhythmics and physical exercises. Open-air swimming pool.

FEES : £120-£150 per annum according to age of admission.

MALTMAN'S GREEN

GERRARDS CROSS BUCKS

*Boarding School for Girls from
nine to nineteen years of age*

Headmistress : MISS CHAMBERS

PACCOMBE SCHOOL

HARCOMBE

Near SIDMOUTH

SOUTH DEVON

(Late CUDHAM HALL SCHOOL)

Safe, sheltered position overlooking one of Devon's loveliest valleys, and in the immediate vicinity of farms and orchards. Own productive fruit and vegetable gardens. The house has a south aspect and is completely modernised and fully equipped as a Home and School for children 2-12 years.

A happy community of adults, children and animals living together in an atmosphere of friendliness and mutual trust and respect ; essential conditions for Growth. Fees £90 per annum. Entire Charge £120 per annum.

Principal - Miss M. K. Wilson

MOIRA HOUSE (of EASTBOURNE) now at FERRY HOTEL, WINDERMERE

Recognized by the Board of Education.

Boarding School for Girls from 6 to 18 ; small brothers (aged 6 to 8) also received.

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

CHILDREN'S FARM, Romansleigh, N. Devon

for girls and boys from 3-13, provides good progressive education in untroubled countryside. Froebel methods, well qualified staff. Riding, animal care, crafts. Mrs. FALKNER, B.A.

MOORLAND SCHOOL

THE BIGGINS, KIRKBY LONSDALE

Home School for boys and girls 3 to 12 years, where the children lead a happy, healthy life amidst beautiful surroundings.

Sound education on natural lines, giving scope for initiative and creative work, aiming at the development of balanced personalities.

Principals : D. EVELYN KING, L.L.A. ; AGNES E. CRANE.

ST. MARY'S SCHOOL

WEDDERBURN ROAD, HAMPSTEAD,

now at

Yarkhill Court, Ledbury, nr. Hereford

(Tel. : Tarrington 233).

Boys and Girls, 4-16. Emphasis on languages. Modern dietary.

Mrs. E. PAUL, Ph.D.

BEVERLEY SCHOOL

CLUNES LODGE, near BLAIR ATHOLL,
Perthshire

Small boarding school for boys and girls, 2 to 9 years, in ideal surroundings. Progressive, individual methods, outdoor activities, musical training.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Board of Education.

Removed for duration of war to

NESS STRANGE, near SHREWSBURY.

90 Boarders taken in pleasant country house in exceptionally safe area. Beautiful countryside.

Principal : BEATRICE GARDNER.

FROEBEL PREPARATORY SCHOOL

Little Gaddesden, Herts.

Sound modern education for boys and girls aged 5-12 years. Inclusive boarding fee.

Headmistress : Miss O. B. PRIESTMAN, B.A., N.F.U.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal, 201 Rockridge.

THE NEW ERA

LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4

Telephone and Telegrams : CHISWICK 6011

Annual Post Subscription : 8s. (\$2). Single Copy 6d. (8d. post free) ; 25c. (35c. post free). Foreign cheques are accepted, but 30c. should be added to cheques drawn on foreign banks.

Receipts for amounts under 10s. or \$3 sent only on request, which should be accompanied by a stamped and addressed envelope.

Directory of Schools—continued

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls to 14, and little boys. The School aims at giving a sound education with special emphasis on art, music, and creative activities. Headmistress : Miss Warr.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond.

HERRIES HOME SCHOOL, Cookham Dean, Berks., for Girls 5 to 18 years. Boys Pre-Prep. Beautiful surroundings, real home atmosphere. Progressive education examinations prepared for. Special devotion to the Arts. Highly-qualified Staff. Swimming Pool, Games Field, Riding, Carpentry, etc.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

BUNCE COURT SCHOOL, at Trench Hall, Wem, Salop. Co-educational 5-17. Recognized Bd. of Ed. Qualified academic, gardening, domestic science staff. Principal : Anna Essinger, M.A.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Now on Cotswolds, at Amberley, Nr. Stroud, Glos. Large qualified staff, small classes, centre for Oxford Examinations. Girls 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead with **GLENDOWER SCHOOL,** now at **SYDENHAM HOUSE, LEWDOWN, DEVON.** Beautiful house and grounds. Upper and Middle School for Girls. Preparatory for boys and girls 4-10. Boarding and Day.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Entire charge taken. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Directory of Training Centres

SWANLEY HORTICULTURAL COLLEGE, Kent, is now carrying on its work at the Midland Agricultural College, Sutton Bonington, Loughborough, Leicestershire. For particulars of courses in Horticulture, Dairying and Poultry Husbandry apply for prospectus to the Principal.

LEARN TO WRITE AND SPEAK for child welfare and human brotherhood, harnessing artistic, intuitive, and intellectual gifts, and teaching and organizing experience. Correspondence lessons 5/- each, usually taken at fortnightly or monthly intervals. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3.

POSTS VACANT AND WANTED, etc.

RATES : 1s. 3d. per six words. Minimum 18 words. These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date. All 'copy' and remittance for advertisements and box number replies should be sent to New Era (Advertising), Latimer House, Church Street, London, W.4.

ABBOTSHOLME SCHOOL, DERBYSHIRE. SCHOLARSHIP TESTS. Junior and Senior School, 18th-21st May, 1942. Age limits under 14 and over 8 on September 30th, 1942. Five scholarships offered of values up to 100 guineas, £75, £60, £30, £30.

JUNIOR Form Mistress required after Christmas in evacuated private school. Apply Miss Ironside, Fonthill House, Tisbury, Wilts.

TEACHER, or Housemother with Montessori sympathies, small Home School, children 1 month to 10 years. Evacuated mother with child considered. Miss Raymond, Great Sarratt Hall, nr. Rickmansworth, Hertfordshire.

WANTED in January. Young Froebel-trained teacher for small Junior School. Good nature and number work and interest in projects essential. Principal, Formosa School, Cookham, Berks.

SUBSCRIPTION FORM

THE NEW ERA, LATIMER HOUSE, CHURCH STREET, CHISWICK, LONDON, W.4.

I enclose 8s. (or \$2) being subscription for One Year from.....

NAME
(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

